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Skills; Word Study Skills; Writing Instruction

ABSTRACT

Divided according to grade level, the objectives in this elementary school language arts curriculum guide cover such categories and strands as reading readiness, word analysis, obtaining information, studying, listening, written expression, speaking, literature, and linguistics. Each objective in the guide is coded for the narrower subskills within each strand, the manner in which the skill is to be tested, and the minimum skills the student must master in order to succeed at the next grade level. The guide also includes those skills that can be taught at a given grade level and measured objectively or by teacher observation. A matrix listing the performance objectives for each strand precedes a description of objectives by grade level. (HOD)

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SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS CURRICULUM

GRADES K - 6

San Marcos Unified School District

LANGUAGE ARTS CURRICULUM

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Developed 1981-82

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Language Arts Council

Lewis Simmons, Chairperson	Beckie Garrett
Joan Baird	Penny Gray
Dorothy Barnell	Shirley Holland
Ken Blevins	Randi Signaigo
Betty Civitate	Marcia Stern
Joyce Ernest	Dawn Thoennes
Barbara Fuhrmann	Pam Want

Resource Guides and Test Items

Revised Summer 1983

Developed Summer 1983

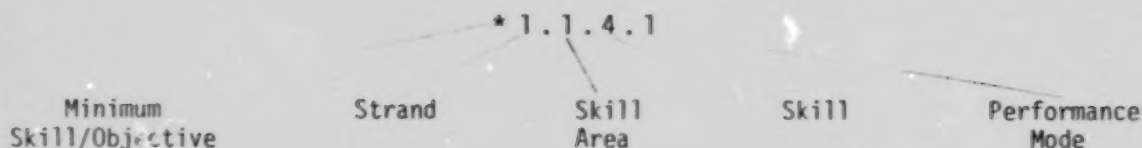
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Lewis Simmons, Coordinator	Beckie Garrett
Pam Want, Coordinator	Penny Gray
Linda Chick	Randi Signaigo
Joyce Ernest	Marcia Stern
Barbara Fuhrmann	Dawn Thoennes

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Lewis Simmons, Coordinator	Beckie Garrett
Pam Want, Coordinator	Penny Gray
Linda Chick	Randi Signaigo
Laura Gleszynski	Marcia Stern
Joyce Ernest	
Barbara Fuhrmann	

SAMPLE CODING OF OBJECTIVES



TERMINOLOGY -- LANGUAGE ARTS CURRICULUM

STRAND refers to the broad categories of the subject area such as literature, word analysis, or written expression.

SKILL AREA refers to the narrower categories within the strand (such as punctuation as a skill area within written expression).

SKILL refers to the distinct skill categories that are to be taught and tested.

PERFORMANCE MODE refers to the manner in which the skill is to be tested.

MINIMUMS are those skills which the student must master in order to succeed at the next grade level. Lack of one minimum may result in retention. A minimum is a performance skill that can be measured objectively and is identified by an asterisk (*).

COMMONS are those skills which will be taught at a given grade level. A common is a performance that can be measured objectively or by teacher observation.

STRAND NUMBER CODE

STRAND

1.0	Reading Readiness
2.0	Word Analysis
3.0	Obtaining Information
4.0	Studying
5.0	Listening
6.0	Written Expression
7.0	Speaking
8.0	Literature
9.0	Linguistic Components

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R) = Reading skill
(L) = Language skill

STRAND: READING READINESS 1.0

	K	1	2	3	4	5	6	7	8	9	10	11
<u>SPATIAL AND AUDITORY RELATIONSHIPS 1.1</u>												
(R) Mark or color parts of pictures or shapes (1.1.1.1)	M											
(R) Cut and paste (1.1.1.2)	C											
(R) Trace and copy figures (1.1.1.3)	M											
(R) Demonstrate ability to fold (1.1.1.4)	C											
(R) Draw a line from left to right (1.1.2.1)	M											
(R) Extend a pattern left to right (1.1.2.2)	C	C										
(R) Distinguish between similar objects of different sizes (1.1.3.1)	M											
(R) Draw a shape when named (   ) (1.1.4.1)	C	M										
(R) Identify similarities and differences of objects and pictures (1.1.4.2)	C	M										
(R) Identify common classroom sounds (1.1.5.1)	C	M										
(R) Distinguish short vowel sounds (1.1.5.2)	C	M										
(R) Distinguish long vowel sounds (1.1.5.3)	C	C	M									
(R) Identify beginning consonant sounds (1.1.5.4)	C	M										
(R) Identify ending consonant sounds (1.1.5.5)	C	C	C									
(R) Identify like and different middle sounds in word pairs (1.1.5.6)	C	C	C									
(R) Trace hidden shapes found in picture (1.1.6.1)	M											

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MATRIX

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STRAND: READING READINESS 1.0

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify a design that is like a sample (1.1.6.2)	M											
(R) Identify and name 8 basic colors (1.1.6.3)	M											
(R) Identify within an incomplete picture the portion that is missing (1.1.7.1)	M											
(R) Recall items seen earlier in a picture (1.1.7.2)	C	M										
(R) Draw a specific design from memory (1.1.8.1)	C	M										
(R) Mark pictures of real objects and designs which are like samples seen earlier (1.1.8.2)	C	M										
(R) Identify capital and lower case letters (A to Z) and to pronounce the names of each (1.1.9.1)	C	M										
(R) Identify letters of the alphabet and to match capital letters with lower case counterparts (1.1.9.2)	C	M										
(R) Identify a vowel letter in a beginning, middle, and end position (1.1.9.3)	C	M										

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STRAND: WORD ANALYSIS (2.0)

SPELLING (2.1)

(L) Write letters of the alphabet (both upper and lower case)
 in random order from dictation (2.1.1.1)

(L) Correctly spell his first name (2.1.1.2)

(L) Correctly copy his last name (2.1.1.3)

(L) Correctly spell first and last name (2.1.1.4)

(L) Correctly spell words from basic lists (2.1.2.1)

(L) Spell and use correctly words from basic lists in context
 (2.1.2.2)

VOCABULARY (2.2)

(R) Identify compound words which are not hyphenated (2.2.1.1)

(R) Identify root of a word (2.2.1.2)

(R) Identify affix of a word (2.2.1.3)

(R) Know meanings of contractions (2.2.1.4)

(R) Identify the meaning of words from basic lists (2.2.2.1)

(R) Correctly use words from basic lists in context (2.2.2.2)

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: H = Minimum

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STRAND: WORD ANALYSIS (2.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Memorize a basic list of Greek and Latin roots and affixes (2.2.3.1)					C	C	C	C	C	M		
(R) Memorize an expanded list of Greek and Latin roots and affixes (2.2.3.2)											C	
(R) Use expanded list of Greek and Latin roots and affixes in analyzing a list of words (2.2.3.3)											C	
(R) Identify antonyms for a given list of words (2.2.4.1)		C	C	M	M	M	M	M	M	M	M	
(R) Identify synonyms for a given list of words (2.2.4.2)			C	M	M	M	M	M	M	M	M	
(R) Differentiate between pairs of homonyms (2.2.4.3)				C	C	C	C	C	K			
(R) Use contextual analysis to get the meaning of words in sentences (2.2.5.1)				C	C	C	C	C	C	C	C	
(R) Find specific relationships between pairs of words (2.2.6.1)					C	C	C					
(R) Identify pairs of words with the same relationships as a given pair (2.2.6.2)								C	C	C		
(R) State in sentence form the relationships and analogies of sets of words (2.2.6.3)											C	C

LANGUAGE ARTS FRAMEWORK

MATRIX

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STRAND:

OBTAINING INFORMATION (3.0)

DICTIONARY (3.1)

(R) Identify synonyms and antonyms (3.1.1.1)

(R) Identify the part of speech of the entry word (3.1.1.2)

(R) Alphabetize to the 1st letter (3.1.2.1)

(R) Alphabetize to the 2nd letter (3.1.2.2)

(R) Alphabetize to the 3rd letter (3.1.2.3)

(R) Find meanings of words with single meanings (3.1.2.4)

(R) Find meanings of words (in context) that have multiple meanings (3.1.2.5)

(R) Utilize guide words (3.1.2.6)

(R) Use a pronunciation guide (3.1.2.7)

PARTS OF A BOOK (3.2)

(R) Knowledge of book parts: (3.2.1.1)

Spine

Appendix

Preface

Copyright Date

Bibliography

Title Page

(R) Use: (3.2.1.2)

Table of Contents

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify synonyms and antonyms (3.1.1.1)						C	M					
(R) Identify the part of speech of the entry word (3.1.1.2)						C	C	C				
(R) Alphabetize to the 1st letter (3.1.2.1)		C	M									
(R) Alphabetize to the 2nd letter (3.1.2.2)			C	C	M							
(R) Alphabetize to the 3rd letter (3.1.2.3)					C	C	M					
(R) Find meanings of words with single meanings (3.1.2.4)			C	C	M							
(R) Find meanings of words (in context) that have multiple meanings (3.1.2.5)						C	C	C	M			
(R) Utilize guide words (3.1.2.6)				C	C	C	M					
(R) Use a pronunciation guide (3.1.2.7)					C	C	C	C				
(R) Knowledge of book parts: (3.2.1.1)						C						
Spine												
Appendix												
Preface												
Copyright Date												
Bibliography												
Title Page												
(R) Use: (3.2.1.2)			C	C	M							
Table of Contents												

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MATRIX

C = Common

(L)= Language skill

OBTAINING INFORMATION (3.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R)Use: (3.2.1.3) Index and Glossary					C	M						
<u>LIBRARY</u> (3.3)												
(R)Locate materials using: (3.3.1.1) Card catalogue and Encyclopedia					C	C	M					
(R)Locate materials using the Dewey Decimal System (3.3.1.2)								C				
(R)Obtain information using: (3.3.1.3) Atlas and Newspapers								C				
(R)Obtain information using: (3.3.1.4) Periodicals Readers' Guide to Periodicals and Vertical file										C		
(R)Select appropriate materials for a data gathering project (3.3.1.5)										C	C	C

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LANGUAGE ARTS FRAMEWORK

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STRAND:

LISTENING (5.0)

	K	1	2	3	4	5	6	7	8	9	10	11
<u>LISTENING (5.1)</u>												
(R) Listen to and follow a 2-step verbal direction (5.1.1.1)	M											
(R) Listen to and follow a 3-step verbal direction (5.1.1.2)		C	M									
(R) Follow a multi-step set of oral directions (5.1.1.3)				C	C	C						
(R) Respond to simple literal questions (5.1.2.1)	M											
(R) Respond to simple sequential questions (5.1.2.2)	C	M										
(R) After listening to a short selection, will identify the main idea (5.1.2.3)		C	C	C	C	C	C					
(R) After listening to a short narrative, will identify sequence of events (5.1.2.4)				C	C	C	C	M				
(R) After listening to a short narrative, will identify the main idea (5.1.2.5)								C	C	C		
(R) Differentiate fact from opinion after listening to a single statement (5.1.3.1)				C	C							
(R) Differentiate fact from opinion after listening to a brief paragraph (5.1.3.2)						C	C					
(R) Differentiate fact from opinion after listening to a sales presentation (5.1.3.3)								C	C			
(R) Identify basic propaganda devices (5.1.3.4)											C	
(R) Differentiate fact from opinion after listening to an orally-presented editorial or a political speech (5.1.3.5)												C
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LANGUAGE ARTS FRAMEWORK

MATRIX

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LISTENING (5.0)

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LANGUAGE ARTS FRAMEWORK

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STRAND:

WRITTEN EXPRESSION (6.0)

MECHANICS (6.1)

(L)Write the numerals 1 to 10 (6.1.1.1)

(L)Write the alphabet in upper and lower case letters (manuscript) (6.1.2.1)

(L)Correctly space letters (manuscript) (6.1.2.2)

(L)Correctly place letters within lines (manuscript) (6.1.2.3)

(L)Show consistency in letter size (manuscript) (6.1.2.4)

(L)Write his first name (manuscript) (6.1.2.5)

(L)Write his first and last names (manuscript) (6.1.2.6)

(L)Write a 5-word sentence (manuscript) (6.1.2.7)

(L)Write alphabet in upper and lower case letters (cursive) (6.1.3.1)

(L)Correctly space letters (cursive) (6.1.3.2)

(L)Correctly place letters within lines (cursive) (6.1.3.3)

(L)Show consistency in letter size (cursive) (6.1.3.4)

(L)Write first and last names (cursive) (6.1.3.5)

(L)Write a 5-word sentence (cursive) (6.1.3.6)

K	1	2	3	4	5	6	7	8	9	10	11
C	M										
C	C	M									
	C	C									
	C	C									
	C	C									
M											
C	M										
	M										
			C	M							
			C								
			C								
			C								
			C	M							
			C	M							

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STRAND:

WRITTEN EXPRESSION (6.0)

GRAPHICS (6.2)

(L) Provide correct end punctuation (6.2.1.1)

(L) Provide commas to separate items in a series (6.2.1.2)

(L) Provide commas to separate parts of dates, addresses, and salutations (6.2.1.3)

(L) Provide commas to separate parts of a compound sentence (6.2.1.4)

(L) Provide commas before and/or after quotation marks (6.2.1.5)

(L) Provide apostrophes in contractions (6.2.1.6)

(L) Provide quotation marks in dialogue (6.2.1.7)

(L) Provide apostrophes to show possessive case (6.2.1.8)

(L) Provide a semicolon between two independent clauses (6.2.1.9)

(L) Provide a colon in conventional writing (6.2.1.10)

(L) Provide capitals to begin sentences (6.2.2.1)

(L) Provide capitals for initials, names, and places (6.2.2.2)

(L) Provide capitals for special words such as days of the week, months, languages, nationalities, and holidays (6.2.2.3)

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LANGUAGE ARTS FRAMEWORK

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STRAND:

WRITTEN EXPRESSION (6.0)

THE PARAGRAPH (6.3)

(L) Provide indentations and margins (6.3.1.1)

(L) Identify the topic sentence (6.3.1.2)

(L) Write topic sentences with direct, focused controlling ideas (6.3.1.3)

(L) Write sentences which develop the controlling idea (6.3.1.4)

(L) Write a concluding sentence restating or summarizing the controlling idea (6.3.1.5)

(L) Write a narrative paragraph (6.3.2.1)

(L) Write a descriptive paragraph (6.3.2.2)

(L) Write an expository paragraph (6.3.2.3)

(L) Write a persuasive paragraph (6.3.2.4)

(L) Write paragraphs that have unity (6.3.3.1)

(L) Write paragraphs that have distinct order (6.3.3.2)

(L) Write paragraphs that have coherency (6.3.3.3)

(L) Develop a paragraph by details (6.3.4.1)

(L) Develop a paragraph by examples (6.3.4.2)

K	1	2	3	4	5	6	7	8	9	10	11
					C	C					
		C	C	C	C	C	M				
						C	C	M			
						C	C	M			
						C	C	M			
					C	C	M				
						C	C	M			
							C	C	M		
										C	C
							C	C	C	C	
							C	C	C	C	
							C				
								C	C		

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LANGUAGE ARTS FRAMEWORK

MATRIX

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STRAND:

WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(L) Develop a paragraph by anecdotes (6.3.4.3)									C	C		
(L) Develop a paragraph by reason (6.3.4.4)											C	C
<u>MULTI-PARAGRAPH COMPOSITION (6.4)</u>												
(L) Prepare an outline for a composition (6.4.1.1)										C	C	
(L) Write a multi-paragraph composition (6.4.1.2)										C	H	
(L) Write a multi-step set of directions (6.5.1.1)				C	C	C	C					
(L) Fill out a job application (6.5.2.1)											M	
(L) Complete an order form from an advertisement (6.5.2.2)												C
(L) Write social letters of thanks (6.5.3.1)				C	C							
(L) Write social letters of praise, sympathy, and congratulations (6.5.3.2)						C	C					
(L) Write letters of request for information and letters of complaint (6.5.3.3)									C			
(L) Write a classified ad (6.5.3.4)										C		
(L) Write business correspondence (6.5.3.5)										C		
(L) Write a letter to the editor stating a position (6.5.3.6)												C
(L) Write a letter of persuasion (6.5.3.7)												C

LANGUAGE ARTS FRAMEWORK

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STRAND:

WRITTEN EXPRESSION (6.0)

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LANGUAGE ARTS FRAMEWORK

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STRAND:

SPEAKING (7.0)

MECHANICS OF SPEAKING (7.1)

(L) Practice clear, audible, and appropriate speech (7.1.1.1)

VERBAL COMMUNICATIONS (7.2)

(L) Interpret marks of punctuations adequately (7.2.1.1)

(L) Group words into meaningful phrases (7.2.1.2)

(L) Modulate voice appropriately (7.2.1.3)

(L) Interpret mood (7.2.1.4)

(R) Effectively read aloud a short selection (7.2.1.5)

(R) Narrate a sequence of events (7.2.2.1)

(L) Give verbal directions (7.2.2.2)

(L) Present and exchange ideas in a discussion (7.2.2.3)

(L) Verbally summarize points of view (7.2.2.4)

(L) Select appropriate speech topics for informing and demonstrating (7.2.3.1)

(L) Use correct outlining procedures for formal speeches (7.2.3.2)

(L) Present a speech to inform, to demonstrate, or to persuade (7.2.4.1)

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LANGUAGE ARTS FRAMEWORK

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STRAND:

LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
<u>BIOGRAPHY/AUTOBIOGRAPHY</u> (8.1)												
(R)Identify Biography/Autobiography as non-fiction (8.1.1.1)				C	C	C						
(R)Recognize that Biography/Autobiography is written from the author's viewpoint (8.1.1.2)									C			
(R)Identify the historical significance of the person (8.1.2.1)									C			
<u>ESSAY</u> (8.2)												
(R)Recognize the structure of essay (8.2.1.2)												C
(R)Identify the thesis statement (8.2.1.2)												C
(R)Identify the main idea (8.2.2.1)												C
(R)Identify the author's purpose: to inform, to entertain, to persuade (8.2.2.2)												C
<u>SHORT STORY/NOVEL</u> (8.3)												
(R)Identify the setting and character (8.3.1.1)				C	C	C	C	C	C			
(L)Identify the elements of plot, theme, and tone (8.3.1.2)									C			
(L)Recognize the characteristics of theme (8.3.1.3)										C		
(R)Tell how the actions of characters are similar or different (8.3.2.1)			C	C	C							
(R)Identify sequence of events (8.3.2.2)		C	C	C	C	C	M					

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LANGUAGE ARTS FRAMEWORK

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STRAND:

LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify the main idea (8.3.2.3)			C	C	C	C	M					
(R) Understand character development (8.3.2.4)										C		
(R) Identify point of view (8.3.2.5)										C		
(R) Noting details (8.3.2.6)			C	M								
(R) Drawing conclusions (8.3.2.7)			C	C								
<u>OTHER NARRATIVE FICTION (8.4)</u>												
(R) Recognize the characteristics of fantasy (8.4.1.1)				C	C							
(R) Recognize characteristics of the folk tale (8.4.1.2)							C					
(L) Recognize characteristics of the myth and fable (8.4.1.3)								C				
(R) Identify sequence of events of the folk tale (8.4.2.1)							C					
(R) Student identify main idea of the folk tale (8.4.2.2)							C					
(L) Identify sequence of events of myth and fable (8.4.2.3)								C				
(L) Identify main idea of myth and fable (8.4.2.4)								C				
<u>POETRY (8.5)</u>												
(R) Recognize a selection as poetry (8.5.1.1)					C	C						
(R) Recognize elements that identify a selection as poetry (8.5.1.2)					C	C						
(R) Recognize a poem as lyrical (8.5.1.3)						C						

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STRAND:

LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Recognize a poem as narrative (8.5.1.4)						C						
(R) Identify rhyme (8.5.2.1)			C	C	C							
(R) Recognize alliteration (8.5.2.2)						C	C					
(R) Recognize onomatopoeia (8.5.2.3)						C	C					
(R) Recognize use of repetition in poetry (8.5.2.4)						C	C					
(R) Recognize use of personification in poetry (8.5.3.1)					C	C	C	C	C			
(R) Recognize use of simile in poetry (8.5.3.2)					C	C	C	C	C			
(R) Recognize use of metaphor in poetry (8.5.3.3)					C	C	C	C	C			
(R) Recognize use of hyperbole in poetry (8.5.3.4)					C	C	C	C	C			
(R) Recognize the mood of selected poems (8.5.4.1)						C	C					
(R) Recognize the sequence of events of narrative poetry (8.5.4.2)								C	C			
(R) Recognize the main idea (8.5.4.3)								C	C	C	C	
(R) Recognize the elliptical quality of poetry (8.5.4.4)										C		
DRAMA (8.6)												
(R) Understand the oral nature of drama (8.6.1.1)								C				

LANGUAGE ARTS FRAMEWORK

REVISÉD SUMMER 1983

MATRIX

CODE: M = Minimum

C = Common

(R)= Reading skill

(L) = Language skill

STRAND:

LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify structural elements of drama (8.6.1.2)								C				
(R) Recognize the sequence of events (8.6.2.1)									C			
(R) Recognize the main idea (8.6.2.2)										C		
<u>LITERARY INTERPRETATION (8.7)</u>												
(R) Identify denotative elements of literary passages (8.7.1.1)								M	M	M	M	
(R) Recognize correct order of action in literary passage (8.7.1.2)								M	M	M	M	
(R) Recognize central concept of a literary passage (8.7.1.3)								M	M	M	M	
(R) Understands cause and effect relationships (8.7.1.4)							C	M	M	M	M	
(R) Drawing conclusions (8.7.1.5)					C	C	C			C	C	
(R) Inferential reasoning (8.7.1.6)										C	C	

LANGUAGE ARTS FRAMEWORK

MATRIX

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STRAND:

LINGUISTIC COMPONENTS (9.0)

	K	1	2	3	4	5	6	7	8	9	10	11
<u>FOUR MAJOR WORD CLASSES</u> (9.1)												
(L) Learn the characteristics and definition of a noun (9.1.1.1)				C	C	C	C					
(L) Learn the characteristics and definition of a verb (9.1.1.2)				C	C	C						
(L) Learn the characteristics and definition of an adjective (9.1.1.3)					C	C	C					
(L) Learn the characteristics and definition of an adverb (9.1.1.4)					C	C	C					
(L) Identify nouns within a given context (9.1.2.1)				C	C	C	C					
(L) Identify verbs within a given context (9.1.2.2)				C	C	C	C					
(L) Identify adjectives within a given context (9.1.2.3)					C	C	C					
(L) Identify adverbs within a given context (9.1.2.4)					C	C	C					
<u>FUNCTION WORDS</u> (9.2)												
(L) Learn the characteristics and definition of the interjection (9.2.1.1)								C	C			
(L) Learn the characteristics and definition of the preposition (9.2.1.2)								C	C			
(L) Learn the characteristics and definition of the conjunction (9.2.1.3)								C	C			
(L) Identify interjections in a given context (9.2.2.1)								C	C			

LANGUAGE ARTS FRAMEWORK

MATRIX

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STRAND:

LINGUISTIC COMPONENTS (9.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(L) Identify prepositions in a given context (9.2.2.2)								C	C			
(L) Identify conjunctions in a given context (9.2.2.3)								C	C			
<u>PRONOUN SYSTEM (9.3)</u>												
(L) Identify personal pronouns (9.3.1.1)									C	C		
(L) Use proper nominative forms (9.3.1.2)									C	C	M	
(L) Use proper objective forms (9.3.1.3)									C	C	M	
(L) Use proper possessive forms (9.3.1.4)									C	C	M	
(L) Use proper nominative forms (9.3.2.1)											C	
(L) Use proper objective forms (9.3.2.2)											C	
(L) Use proper possessive forms (9.3.2.3)											C	
<u>VERB SYSTEM (9.4)</u>												
(L) Identify verb phrases (9.4.1.1)								C	C			
(L) Learn that the past participle must have the correct auxiliary (9.4.1.2)								C	C			
(L) Correctly use the past and the past participle forms of a selected list of irregular verbs (9.4.1.3)							C	C	M			

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

REVISED SUMMER '983

MATRIX

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STRAND:

LINGUISTIC COMPONENTS (9.0)

	K	1	2	3	4	5	6	7	8	9	10	11
<u>BASIC SENTENCE STRUCTURES (9.5)</u>												
(L) Identify the complete subject of sentences (9.5.1.1)				C	C	C						
(L) Identify the complete predicate of sentences (9.5.1.2)				C	C	C						
(L) Identify the simple subject of sentences (9.5.1.3)				C	C	C						
(L) Identify the simple predicate of sentences (9.5.1.4)				C	C	C						
(L) Identify a word group as a sentence or a fragment (9.5.2.1)					C	C	M					
(L) Identify a word group as a sentence or a run-on (9.5.2.2)					C	C	M					
(L) Identify sentence modes: declarative, interrogative, imperative, exclamatory (9.5.3.1)								C				
(L) Identify the compounded element(s) in sentences (9.5.4.1)							C	C				
(L) Write basic sentences with compound elements (9.5.4.2)							C	C				
(L) Join two sentences using coordinating conjunctions (9.5.5.1)							C	M				
(L) Join two sentences using the semicolon (9.5.5.2)										C		
(L) Join two sentences using a semicolon and an adverbial connector (9.5.5.3)										C		
(L) Join two sentences by reducing one sentence to an adverb clause (9.5.6.1)											C	
(L) Join two sentences by reducing one sentence to an adjective clause (9.5.6.2)											C	

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum

C = Common

(R) = Reading skill

(L) = Language skill

STRAND:

LINGUISTIC COMPONENTS (9.0)

USAGE (9.6)

(L) Make noun subject and verb agree in basic sentences (9.6.1.1)

(L) Make compound noun subject and verb agree in basic sentences (9.6.1.2)

(L) Make noun subjects and verbs agree in inverted sentences (9.6.1.3)

(L) Make collective noun subjects and verbs agree (9.6.1.4)

(L) Make relative pronoun subjects and verbs agree (9.6.1.5)

(L) Make indefinite pronoun subjects and verbs agree (9.6.1.6)

(L) Make personal pronouns and antecedents agree in selected sentences (9.6.2.2)

(L) Form the plurals of nouns by adding -s or -es (9.6.3.1)

(L) Learn the nouns that have the same form for singular and plural (9.6.3.2)

(L) Form the plurals of nouns by internal vowel or other suffix changes (9.6.3.3)

(L) Form the plurals of numbers and letters (9.6.3.4)

(L) Form the possessive of singular and plural nouns (9.6.4.1)

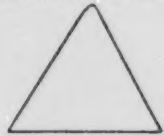
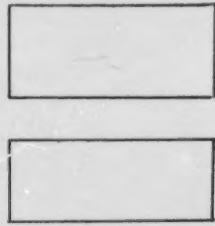
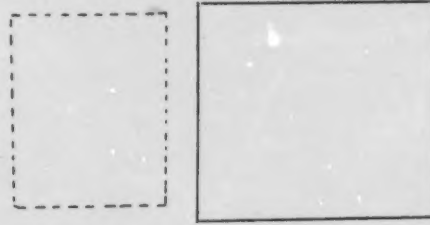
(L) Form the possessive of indefinite pronouns (9.6.4.2)

K	1	2	3	4	5	6	7	8	9	10	11
			C	C	C	M					
				C	C	C	M				
									C		
									C		
										C	
										C	
										C	
			C	C	M						
				C	M						
			C	C	M						
							C				
						C	C	C	M		
						C	C	C	M		

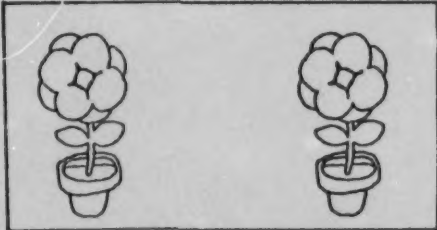
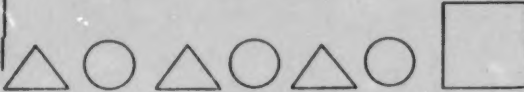
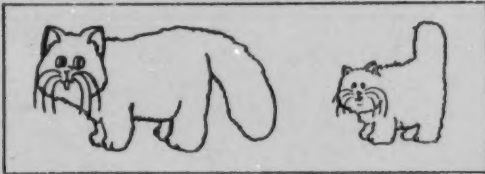
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K-1

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
1.1.1 Developing eye-hand coordination	*1.1.1.1 Given a picture or shape, the student will be asked to color the picture or shape part of the picture or shape. (R)	Color the inside of the triangle. 	Reading Series (K)
	1.1.1.2 Given figures or objects, the student will cut them and paste them on an identical figure or object. (R)	Cut the rectangle at the bottom of the page and paste it on the rectangle at the top of the page. 	
	*1.1.1.3 Given an example of a figure, the student will trace or copy it. (R)	Trace the figure with a pencil. Then copy the figure in the box. 	Reading Series (K)

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	1.1.1.4 Given a shape, the student will fold it along the dotted line. (R)	Fold the shape along the dotted line. 	
1.1.2 Developing left-to-right progression	*1.1.2.1 Given a picture, the student will draw a line from an object on the left to an object on the right. (R)	Draw a line from the flower on the left to the flower on the right. 	San Dollar Shuffle (K) Reading Series (K)
	1.1.2.2 Given a picture of a pattern of shapes, the student will extend the pattern by drawing the next shape. (R)	In the box, draw the shape that comes next. 	Reading Series (K)
1.1.3 Recognizing size differences	*1.1.3.1 Given two similar objects of different sizes, the student will choose the bigger or smaller object. (R)	Circle the cat that is bigger. 	Reading Series (K)

LANGUAGE ARTS

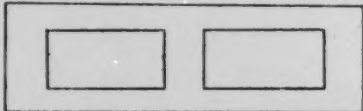
SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: K

STRAND: READING READINESS 1.0

SKILL AREA: SPATIAL AND AUDITORY RELATIONSHIPS 1.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
1.1.4 Visualizing	1.1.4.1 Given a verbal direction, the student will draw a picture of the shape. (R)	Draw a circle in the box. 	
	1.1.4.2 Given 2 pictures the student will demonstrate the ability to tell how the pictures are similar or different. (R)	Tell me how the pictures are the same. 	Sand Dollar Shuffle (K) Reading Series (K)
1.1.5 Developing auditory discrimination	1.1.5.1 Given three pictures the student will identify the picture which corresponds to the sound heard. (R)	I am going to make a sound. Circle the picture of the object that makes the sound you will hear. (Ring a bell.) 	
	1.1.5.2 The student will circle the vowel that is heard in the word that the teacher says. (R)	Circle the vowel that you hear in the word <u>cup</u> .  a e i u	Reading Series (K)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	1.1.5.3 The student will circle the long vowel sound that is heard in the word that the teacher says. (R)	Circle the vowel that you hear in the word mule.  a e i u	Reading Series (K)
	1.1.5.4 Given a specific consonant sound, the student will choose from among four words, one whose name begins with a specific consonant sound. (R)	Circle the word that begins with <u>b</u>.  hat bat cat rat	Reading Series (K)
	1.1.5.5 Given a word with a specific ending consonant sound, the student will choose from among four words one whose name ends with the same consonant sound. (R)	Circle the word that ends with the same sound as the word <u>boat</u>.  coat ball dog sun	Reading Series (K)
	1.1.5.6 Given pairs of words, the student will be asked to tell whether the middle sounds are like or different. (R)	Are the middle sounds alike in these words? Circle <u>yes</u> or <u>no</u>. bed bad yes no	Reading Series (K)

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: K

STRAND: READING READINESS 1.0

SKILL AREA: SPATIAL AND AUDITORY RELATIONSHIPS 1.1

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
1.1.6 Developing visual discrimination	*1.1.6.1 Given a picture, the student will trace a specific shape hidden in the picture. (R)	Find a square in the picture and trace it with your crayon. 	Reading Series (K)
	*1.1.6.2 Given a sample design, the student will choose from among four designs, one that is like the sample. (R)	Circle the picture that is like the one at the top. 	
	*1.1.6.3 Shown a sample of one of the eight basic colors, the student will identify and name it. (R)	What color is this? (Show a red card.)	Reading Series (K)
1.1.7 Developing visual memory	*1.1.7.1 Given an incomplete picture, the student will identify the portion that is missing. (R)	What part is missing from the picture? 	Sand Dollar Shuffle (K)

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: K

STRAND: READING READINESS 1.0

SKILL AREA: SPATIAL AND AUDITORY RELATIONSHIPS 1.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	1.1.7.2 Given a picture containing two items, the student will, after the picture is taken away, recall one item seen in the picture. (R)	Look at the picture. (After 5 seconds take it away.) Name one thing that you saw. 	
1.1.8 Developing visual-motor memory	1.1.8.1 Given approximately 5 seconds to view a design, the student will then draw it from memory. (R)	Look at this design/figure. (Pause 5 seconds then take card away.) Draw the figure in the box on your paper. 	
	1.1.8.2 After being shown 3 pictures, the student will identify one of the same pictures seen earlier. (R)	Look at the three pictures. (Teacher will show the pictures for 10 seconds and then take them away.) Mark the picture you saw earlier.  	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: K

STRAND: READING READINESS 1.0

SKILL AREA: SPATIAL AND AUDITORY RELATIONSHIPS 1.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
1.1.9 Recognizing letter forms	1.1.9.1 Shown a capital or lower case letter card, the student will give the sound of each letter. (R)	What sound does this letter make? (Teacher will show a letter card.) A	Reading Series (K)
	1.1.9.2 Given a capital letter, the student will match the capital letter with their lower case counterparts. (R)	Look at the capital letter in the box. Circle the lower case letter that matches it. A a c d	Reading Series (K)
	1.1.9.3 Given a word in which a letter is circled, the student will tell whether it is a vowel or not. (R)	The word is and. Is the letter that is circled a vowel? Circle <u>yes</u> or <u>no</u> . a n d	Reading Series (K)

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

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GRADE LEVEL: K

STRAND: WORD ANALYSIS 2.0

SKILL AREA: SPELLING 2.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.1.1 Spelling readiness	2.1.1.1 Given a letter of the alphabet dictated in random order, the student will write the letter in upper and lower case. (L)	The teacher will say the sound of each letter of the alphabet in random order. Write the upper and lower case letter <u>a</u> on the line. Order might be a, z, b, y, etc.	Reading Series (K)
	*2.1.1.2 Given primary lined paper, the student will correctly spell his first name. (L)	Write your first name on the line.	
	2.1.1.3 Given an example of his last name, the student will correctly copy it. (L)	Copy the example and write your last name on the line. (An example of the student's last name in manuscript.)	
	2.1.1.4 Given the verbal direction, the student will correctly spell his first and last name. (L)	Spell your first name. (Teacher pause) Spell your last name. (Teacher pause)	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: K

STRAND: LISTENING 5.0

REVISED SUMMER 1983

SKILL AREA: LISTENING 5.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
5.1.1 Responding to directions (auditory memory)	*5.1.1.1 After listening to a two-step verbal direction, the student will follow the directions. (R)	Listen and follow directions. Touch your toes then turn around.	
5.1.2 Understanding and responding to oral presentations	*5.1.2.1 After listening to a short paragraph, the student will respond to literal questions. (R)	Listen to this story to find out where Bob sits. (The teacher reads the story aloud.) Bob does not like the rain. He does not want to get wet. So he plays in the house. After he finds a game, Bob sits on the bed. Where does Bob sit?	
	5.1.2.2 Given verbally a sentence containing a sequence of events, the student will respond to a simple sequential question about the sentence. This objective should be tested individually. (R)	Listen to this sentence. John went to the store and then he played ball. What did John do first?	
5.1.4 Understanding listening techniques	5.1.4.1 The student will use good listening techniques. (L)	Teacher observation.	

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LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: K

STRAND: WRITTEN EXPRESSION 6.0

REVISED SUMMER 1983

SKILL AREA: MECHANICS 6.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.1.1 Writing numerals	6.1.1.1 The student will write the numerals 1 to 10. (L)	Write the numerals from 1 to 10 on the line.	Sand Dollar Shuffle (K)
6.1.2 Writing in manuscript	6.1.2.1 Given 4 or 5 letters of the alphabet in manuscript in upper and lower case, the student will write in manuscript the letters in upper and lower case. (L)	Write these letters in your best printing. Aa - - - Bb - - - Cc - - - Dd - - -	Reading Series (K)
	*6.1.2.5 Given his first name written in manuscript, the student will write his first name in manuscript. (L)	Write your first name on the line.	I
	6.1.2.6 Given his first and last name written in manuscript, the student will write his first and last names in manuscript. (L)	Copy your first and last name on the line. <u>Susan Smith</u>	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: K

STRAND: SPEAKING 7.0

SKILL AREA: MECHANICS OF SPEAKING 7.1

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech. (L)	Teacher observation.	

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: SPEAKING 7.0

SKILL AREA: VERBAL COMMUNICATIONS 7.2

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
7.2.2 Speaking for a variety of audiences and purposes	7.2.2.1 The student will narrate a sequence of events. (R)	Teacher observation.	Reading Series (K)

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75

K-13

FIRST GRADE

1-1

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LANGUAGE ARTS

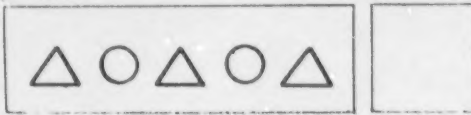
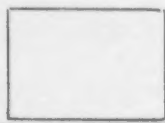
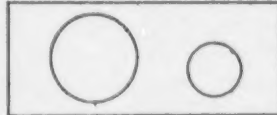
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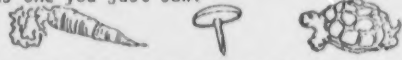
STRAND: READING READINESS 1.0

SKILL AREA: SPATIAL AND AUDITORY RELATIONSHIPS 1.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
1.1.2 Developing left-to-right progression	1.1.2.2 Given a pattern, the student will draw a shape to extend the pattern. (R)	Draw the shape that will come next in the pattern. 	Reading Series (K-1)
1.1.4 Visualizing	*1.1.4.1 Given a verbal direction the student will draw a picture of the shape named in the verbal direction. (R)	Draw a circle in the box. 	
	*1.1.4.2 Given two pictures, the student will demonstrate the ability to tell how the pictures are similar or different. (R)	Tell me how the two pictures are the same. 	Sand Dollar Shuffle (K) Reading Series (K)
1.1.5 Developing auditory discrimination	*1.1.5.1 Given three pictures, the student will identify the picture which corresponds to a common environmental sound given by the teacher. (R)	I am going to make a sound. Circle the picture of the object that makes the sound you hear. (Ring a bell.)	
	*1.1.5.2 Given orally a one-syllable word containing a short vowel sound and a picture representing the given word, the student will identify the vowel sound in the given word. (R)	Circle the vowel that you hear in the word <u>hat</u> . a e i u 	Reading Series (K-1)
	1.1.5.3 The student will circle the long vowel sound that is heard in the word that the teacher says. (R)	Circle the vowel that you hear in the word <u>cake</u> . a e i u	Reading Series (K-2)

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	*1.1.5.4 Given a specific consonant sound, the student will choose from among four words one whose name begins with the same consonant sound. (R)	Look at the words. Read them silently to yourself as I read them aloud. toy bet cake sun Circle the word that begins with <u>b</u> .	Reading Series (K-1)
	1.1.5.5 Given a word with a specific ending consonant sound, the student will choose from among four words one that ends with the same consonant sound (R)	Circle the word that ends with the same sound as the word <u>dog</u> . coat ball frog bike	Reading Series (K-2)
	1.1.5.6 Given pairs of words, the student will be asked to tell whether the middle sounds are like or different. (R)	Are the middle sounds alike in these words? Circle <u>yes</u> or <u>no</u> . give his yes no	Reading Series
1.1.7 Developing visual memory	*1.1.7.2 Given a picture containing three items, the student will, after the picture is taken away, recall items seen in the picture. (R)	Look at the pictures. (After 5 seconds take it away.) Name one thing that you saw. 	
1.1.8 Developing visual-motor memory	*1.1.8.1 Given a design, the student will be given five seconds to look at it, and then draw it from memory. (R)	Look at this design. (Wait five seconds and then put the card away.) In the box draw the design you saw. 	
		1-3	80

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	*1.1.8.2 After being shown 3 pictures, the student will identify one of the same pictures seen earlier. (R)	I will show you three pictures. Look at the three pictures. (Teacher displays pictures for 10 seconds and then puts them away.) On your test, circle the picture that is the same as one you just saw.  	
1.1.9 Recognizing letter forms	*1.1.9.1 Shown a capital or lower case letter, the student will say the sound of the letter. (R)	What is the name of this letter? What sound does this letter make? (Student is shown a capital or lower case letter.)	Reading Series (K-1)
	*1.1.9.2 Given a capital letter, the student will match the capital letter with its lower case counterpart. (R)	Look at the capital letter in the box. Circle the lower case letter that matches it. A o c d	Reading Series (K-1)
	*1.1.9.3 Given a word in which a letter is circled, the student will indicate whether or not it's a vowel. (R)	The word is ask. Is the letter that is circled a vowel? Circle <u>yes</u> or <u>no</u>. a s k yes no	Reading Series (K-1)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.1.1 Spelling readiness	*2.1.1.1 Given a letter of the alphabet dictated in random order, the student will write the letter in upper and lower case. (L)	Write the upper and lower case letter that I say. <u>B</u> .	Reading Series
	*2.1.1.4 Given a verbal direction, the student will correctly spell his first and last name on primary paper. (L)	Write your first and last name on the line.	
2.1.2 Memorizing basic word lists	*2.1.2.1 Given a word dictated by the teacher, the student will write the word spelling it correctly. (L)	Write the word that I say. <u>take</u> .	See list provided in appendix

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.2.2 Memorizing basic vocabulary	*2.2.2.1 Given a dictated word, the student will choose its meaning from 4 choices. (R)	Circle the meaning of the word I say, <u>Bear</u> a play a color an animal a song	
	*2.2.2.2 Given a sentence with a missing word, the student will choose from four words the word that belongs. (R)	Circle the word that completes the sentence. I like to _____ ball. help play down for	See list provided in appendix
2.2.4 Developing word meanings	2.2.4.1 Given one word the student will identify its antonym from two choices. (R)	Circle the word that is the <u>opposite</u> of the word below. north south east	See list provided in appendix

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
5.1.1 Responding to directions (auditory memory)	5.1.1.2 After listening to the teacher, the student will follow a 3-step verbal direction. This objective should be tested individually. (R)	Listen first to all of my directions. Raise your hand. Lower your hand. Tell me your name. Now do all three things that I asked you to do in the correct order.	
5.1.2 Understanding and responding to oral presentations	*5.1.2.2 After listening to a short selection, the student will orally respond to simple sequential questions. (R)	Listen to this story to find the answer to the following question. What did Denny do after his mom said, "It's time for the spacemen show"? The teacher will then read the story to the child. Mother called Denny. "It's time for the spacemen show," she said. Denny went into the room and turned on the TV. He saw the spacemen get out of a big spaceship. "The spacemen show is the best show on TV," said Denny.	Reading Series (3)
	5.1.2.3 After listening to a story, the student will identify the main idea. (R)	Listen to the story. Circle the sentence that tells the main idea of the story. Liz is at the lake. She came at dawn. She came to play in the sand. Liz has made a home of sand. It is a pretty day. Liz is at the lake. Liz is at school	
5.1.4 Understanding listening techniques	5.1.4.1 The student will use good listening techniques. (L)	Teacher observation.	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.1.1 Writing numerals	*6.1.1.1 The student will write the numerals 1 to 10 on a line with 2-finger spacing between numbers. (L)	Write the numerals from 1 to 10 leaving a 2-finger space between each numeral.	Sand Dollar Shuffle (K)
6.1.2 Writing in manuscript	6.1.2.1 Given the letters of the alphabet in manuscript, the student will write in manuscript the letters in upper and lower case. (L)	Copy the upper case and lower case letters on the line. Sample of upper case and lower case letters on the line. No more than 5 at a time.	Reading Series (K, 1, 2)
	6.1.2.2 Given a five word sentence written in manuscript, the student will copy the sentence in manuscript, correctly spacing letters. (L)	Copy the sentence, spacing your letters correctly. Boys went down the slide.	Reading Series (K-2)
	6.1.2.3 Given a five word sentence written in manuscript, the student will copy the sentence in manuscript, correctly placing letters within lines. (L)	Copy the sentence, correctly placing letters within lines. My white ball is round.	
	6.1.2.4 Given a five word sentence written in manuscript, the student will copy the sentence in manuscript, showing consistency in letter size. (L)	Copy the sentence, showing consistency in letter size. Her name is Joy Duff.	
	*6.1.2.6 Given his first and last name written in manuscript, the student will write his first and last names in manuscript on primary lined paper. (L)	Write your first and last names on the line. Leave about a 2-finger space between your first and last name.	
	*6.1.2.7 Given a five word sentence written in manuscript, the student will copy the sentence in manuscript, correctly spacing and placing letters within lines. The student will also show consistency in letter size. (L)	Copy the sentence, "We have fun at school.", on the line.	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.2.1 Understanding and using basic punctuation	6.2.1.1 Given a sentence, the student will choose the correct end punctuation from two choices. (L)	Read the sentence as I read it aloud. Circle the correct end punctuation. This is our school ? ?	Reading Series (1, 2, 3) Language for Daily Use (2) p. 6, 7, 14, 20, 29, 32, 47, 73, 19, 27, 88. Laidlaw (3) 291, 21, 22, 23, 42-43, 50, 31.
6.2.2 Understanding and using capitalization	6.2.2.1 Given four sentences, the student will select the one which begins with a capital letter. (L)	he ran fast. He ran fast. she jumped up. it was nice.	Language for Daily Use (2) p. 6, 7, 14, 17, 20, 29, 32, 47, 48, 73, 76, 87

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 1

STRAND: SPEAKING 7.0

SKILL AREA: MECHANICS OF SPEAKING 7.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech. (L)	Teacher observation.	
7.2.2 Speaking for a variety of audiences and purposes	7.2.2.1 The student will narrate a sequence of events. (R)	Teacher observation.	Reading Series (K, 1, 2, 3)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.3.2 Interpreting	8.3.2.2 Given a series of 3 pictures, the student will number them in the correct order that they occur. (R)	In the boxes, number the pictures 1, 2, 3 in the correct order. 	Reading Series (1, 2, 3)

2.2.4.1

ANTONYMS -- GRADE ONE

lost--found

hot--cold

in--out

stop--go

over--under

old--new

up--down

tall--short

left--right

large--small

SPELLING - MINIMUMS (2.1.2.1)

GRADE 1

A	a and	R	ride run
B	be big book but	S	see she stop
C	can cat come	T	take the
D	day did do dog	U	up
F	find for fun	W	we
G	get go good		
H	he		
I	I in is it		
L	like look		
M	me		
N	not		
O	on		
P	play		

GRADE 1 VOCABULARY

2.2.2.1
Minimums 2.2.2.2

A	and	M	me mother my
B	be bear best big boat book box	N	now
C	can cat come	O	on out
D	day did do dog	P	pencil pig play push
F	father find fish fly for fox frog	R	rabbit race real ride run
G	get good	S	school see she stop surprise swim
H	hat have he hello help here home how	T	take thank that the then they think this turtle
I	in is it	U	up
J	jump	W	want win what where why
L	like little live look lunch	Y	your

1-15

SECOND GRADE

2-1

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LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 2

STRAND: READING READINESS 1.0

SKILL AREA: SPATIAL AND AUDITORY RELATIONSHIPS 1.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
1.1.5 Developing auditory discrimination	*1.1.5.3 The student will circle the long vowel sound that is heard in the word that the teacher says. (R)	Circle the vowel that you hear in the word <u>snake</u> . a i o u	Reading Series (K-2)
	1.1.5.5 Given a word with a specific ending consonant sound, the student will choose from among four words, one that ends with the same consonant sound. (R)	Circle the word that ends with the same sound as the word <u>chair</u> . chain home fork hair	Reading Series (K-2)
	1.1.5.6 Given pairs of words, the student will be asked to tell whether the middle sounds are like or different. (R)	Are the middle sounds alike in these words? Circle <u>yes</u> or <u>no</u> . full best yes no	Reading Series

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: WORD ANALYSIS 2.0

SKILL AREA: SPELLING 2.1

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.1.1 Spelling readiness	*2.1.1.1 Given a word dictated by the teacher, the student will write the word, spelling it correctly. (L)	Write the word I say, <u>then</u> .	See list provided in appendix

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2-3

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BEST COPY

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 2

STRAND: WORD ANALYSIS 2.0

SKILL AREA: VOCABULARY 2.2

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.2.1 Word formation	2.2.1.1 Given four words, the student will choose the compound word. (R)	Read these words as I read them aloud. Circle the compound word. better today only seven	Language for Daily Use (2) p. 104, 108, 162
	2.2.1.2 Given a word containing a suffix or prefix, the student will choose the answer that shows the root word. (R)	Circle the answer that shows the <u>root</u> word. <u>drinking</u> king drink rink ink	Laidlaw (3) p. 148-151, 160-161 Reading Series (2-3)
	2.2.1.3 Given a word, the student will choose the answer that shows the affix of the word. (R)	Circle the answer that shows the <u>suffix</u> in the word. <u>longer</u> long lon ger er	Reading Series (2-3) Laidlaw (3) p. 176-179, 188-189, 204, 205, 216, 217, 232-235, 244, 245, 260-263, 272-273 Language for Daily Use (3) p. 135
	2.2.1.4 Given a contraction, the student will choose what the word means from 4 choices. (R)	Circle the correct meaning for the contraction let's. lettuce let us let is let some	Reading Services (2-3) Laidlaw (3) p. 240-245, 293 Language for Daily Use (3) p. 41-45, p. 116-119, 142, 144, 189, 237, 263

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.2.2 Memorizing basic vocabulary	*2.2.2.1 Given a dictated word, the student will choose its meaning from four choices. (R)	Circle the meaning of the word I say. <u>Bear</u> . a play a color an animal a song	See list provided in appendix
	*2.2.2.2 Given a sentence with a missing word, the student will choose from four words the word that belongs. (R)	Circle the word that completes the sentence. We _____ like to eat ice-cream. always any because upon	See list provided in appendix
2.2.4 Developing word meanings	2.2.4.1 Given one word, the student will identify its antonym from two choices. (R)	Circle the word that is the <u>opposite</u> of the word below. <u>north</u> south east	See list provided in appendix
	2.2.4.2 Given one word, the student will identify its synonym from two choices. (R)	Circle the word that means the <u>same</u> as the word below. <u>world</u> sea earth	See list provided in appendix

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 2

STRAND: OBTAINING INFORMATION 3.0

REVISED SUMMER 1983

SKILL AREA: DICTIONARY 3.1

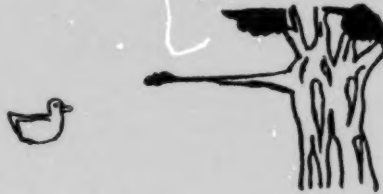
SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
3.1.2 Using the dictionary	*3.1.2.1 Given a group of four words, the student will select the word that comes first, second or last in an alphabetical list. (R)	Circle the word that comes <u>first</u> in alphabetical order. because try full any	Language for Daily Use (2) p. 101, 107 Reading Series (1-2)
	3.1.2.2 Given a group of four words, the student will select the word that comes first, second, or last in an alphabetical list. (R)	Circle the word that comes <u>first</u> in alphabetical order. warm would write well	Reading Series (2-3) Laidlaw (3) p. 158-161 Language for Daily Use (3), p. 73
	3.1.2.4 Given an example of a dictionary page, the student will find meanings of words with single meanings. (R)	Circle the meaning of the word <u>bat</u> . Something used to hold things or to carry things. A small, furry animal about the size of a mouse. Its front legs are covered with skin so as to form wings. A large animal with long and shaggy hair and a short tail.	Reading Series (2-3)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES										
3.2.1 Understanding the parts of a book	3.2.1.2 Given a sample of a Table of Contents, the student will choose the correct response to the question. (R)	Look at the Table of Contents below. On what page would you find the story <u>The Bus Ride</u> ? Circle the correct answer. <table> <tr> <th colspan="2">TABLE OF CONTENTS</th> </tr> <tr> <td>THE BUS RIDE</td> <td>2</td> </tr> <tr> <td>OVER THE RIVER</td> <td>13</td> </tr> <tr> <td>MEG'S RED CAR</td> <td>22</td> </tr> <tr> <td>AFRICAN ANIMALS</td> <td>39</td> </tr> </table> A. Page 2 B. Page 13 C. Page 22 D. Page 39	TABLE OF CONTENTS		THE BUS RIDE	2	OVER THE RIVER	13	MEG'S RED CAR	22	AFRICAN ANIMALS	39	Reading Series (2-3) Language for Daily Use (3) p. 6, 175, 176
TABLE OF CONTENTS													
THE BUS RIDE	2												
OVER THE RIVER	13												
MEG'S RED CAR	22												
AFRICAN ANIMALS	39												

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2-7

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
4.1.6 Following Written Directions	4.1.6.1 Given a picture and a set of written directions, the student will correctly follow these directions. (L)	Read the directions to yourself as I read them aloud. Then, do what the directions tell you to do to the picture. Put a bird in the tree. Put two feet on the duck. Put some grass by the duck. 	Reading Series (2-3)

LANGUAGE ARTS

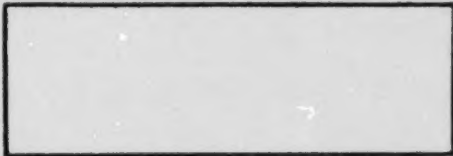
SAN MARCOS UNITED SCHOOL DISTRICT

GRADE LEVEL: 2

STRAND: LISTENING 5.0

REVISED SUMMER 1983

SKILL AREA: LISTENING 5.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
5.1.1 Responding to directions (auditory memory)	*5.1.1.2 After listening to the teacher, the student will follow a 3-step verbal direction with a visual cue. (R)	In the rectangle, draw a circle, a square, and a triangle. 	
5.1.2 Understanding and responding to oral presentations	5.1.2.3 After listening to a story, the student will identify the main idea. (R)	Listen to the story. Circle the sentence that tells the main idea of the story. Liz is at the lake. She came at dawn. She came to play in the sand. Liz has made a home of sand. It is a pretty day. Liz is at the lake. Liz is at school.	
5.1.4 Understanding listening techniques	5.1.4.1 The student will use good listening techniques. (L)	Teacher observation.	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 2

STRAND: WRITTEN EXPRESSION 6.0

REVISED SUMMER 1983

SKILL AREA: MECHANICS 6.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.1.2 Writing in manuscript	*6.1.2.1 Given the letters of the alphabet in manuscript, the student will write in manuscript the letters in upper and lower case. (L)	On your lined paper, copy the upper case and lower case letters in order, leaving a 2-finger space between each letter.	Reading Series (K, 1, 2)
	6.1.2.2 Given a five word sentence written in manuscript, the student will copy the sentence in manuscript, correctly spacing letters. (L)	Copy the sentence correctly. The girls are coming now.	Reading Series (K-2)
	6.1.2.3 Given a five word sentence written in manuscript, the student will copy the sentence in manuscript, correctly placing letters within lines. (L)	Copy the sentence correctly. Trains come by very fast.	
	6.1.2.4 Given a five word sentence written in manuscript, the student will copy the sentence in manuscript, showing consistency in letter size. (L)	Copy the sentence correctly. The bike is painted yellow.	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.2.1 Understanding and using basic punctuation	6.2.1.1 Given a sentence, the student will choose the correct end punctuation from two choices. (L)	Circle the correct end punctuation. This is our school . ?	Reading Series (1, 2, 3) Language for Daily Use (2) p. 6, 7, 14, 20, 29, 32, 47, 73, 19, 27, 88. Laidlaw (3) p. 291, 21, 22, 23, 42-43, 50, 31
	6.2.1.3 Given four examples, the student will choose the example that uses commas to separate parts of dates, or salutations correctly. (L)	Circle the example that uses commas correctly May 11, 1982 May, 11, 1982 May, 11 1982 May 11 1982,	Language for Daily Use (2), p. 68, 69, 76, 77, 90, 143, 147, 173 Language for Daily Use (3) p. 56, 57, 61, 151, 58, 59, 13, 20, 23, 25 Laidlaw (3) p. 278-279, 102, 10, 105, 278-279
6.2.2 Understanding and using capitalization	6.2.2.1 Given four sentences, the student will select the one which begins with a capital letter. (L)	Circle the sentence that begins with a capital letter. the boys are in the library. the books are on the table. The girls are going home. the flowers are pretty.	Language for Daily Use (2) p. 6, 7, 14, 17, 20, 29, 32, 47, 48, 73, 76, 87
	6.2.2.2 Given four examples of names and places, the student will choose the one that <u>does not</u> use capitals correctly. (L)	Circle the one that <u>does not</u> use a capital letter correctly. Is it <u>Tom</u> , <u>something</u> , <u>mr. Ford</u> , or <u>San Marcos</u> ? Circle the one that <u>does not</u> use a capital letter correctly. Tom something mr. Ford San Marcos	Language for Daily Use (2) 7, 14, 20, 62, 77, 90, 147, 171, 172, 70, 77, 90, 173 (3) 3, 4, 20, 22, 54, 1, 2 Laidlaw (3) 20, 22, 23, 290, 8, 50, 51, 49

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: WRITTEN EXPRESSION 6.0

SKILL AREA: GRAPHICS 6.2

REVISÉD SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	6.2.2.3 Given four special words, such as a day of the week, month, or holiday, the student will identify the one that is <u>not</u> capitalized correctly. (L)	Circle the one that is not capitalized correctly. today May red wednesday	Language for Daily Use (2) 50, 51, 58, 69, 76, 90, 10, 14, 171, 178 (3) 13, 18, 23, 25 50, 60, 49, 61, 62, 64, 78, 163 Laidlaw (3) p. 74-75, 76, 77, 290

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 2

STRAND: WRITTEN EXPRESSION 6.0

SKILL AREA: THE PARAGRAPH 6.3

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.3.1 Understanding the structure	6.3.1.2 Given a paragraph, the student will identify the topic sentence from four choices. (L)	Circle the topic sentence. William and Lucy watered the grass. William picked up the hose. Lucy turned the water on. William took the first turn. Then Lucy watered the grass. William and Lucy watered the grass. William picked up the hose. Lucy turned the water on. Then Lucy watered the grass.	Reading Series (2-3)

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 2

STRAND: WRITTEN EXPRESSION 6.0

SKILL AREA: EXPRESSIVE WRITING 6.6

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.6.1 Understanding the characteristics of expressive writing	6.6.1.2 Given a specific prompt, the student will write a short narrative to the prompt. (L)	Listen to the statement and write a story about it. Remember a story has a beginning, a middle, and an end. Use your best spelling, capitalization, punctuation, and writing skills. It is the first day of school and you are new to the school. Write a story about your first day in your new school.	Laidlaw (3) p. 58-59, 139-141 56-57, 136-138 Language for Daily Use (3) p. 94, 19, 21, 31, 36, 41, 50, 54, 55, 78, 105, 106, 111, 113, 133, 142 (2) p. 20, 64, 93, 109, 113, 115, 128, 131

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: SPEAKING 7.0

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech. (L)	Teacher observation.	

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: SPEAKING 7.0

SKILL AREA: VERBAL COMMUNICATIONS 7.2

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
7.2.1 Reading orally	7.2.1.1 The student will interpret marks of punctuation adequately. (L)	Teacher observation.	Reading Series (2, 3)
7.2.2 Speaking for a variety of audiences and purposes	7.2.2.1 The student will narrate a sequence of events. (R)	Teacher observation.	Reading Series (K, 1, 2, 3)

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2-16

132

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.3.2 Interpreting	8.3.2.1 Given a short story, the student will select a sentence that tells how the actions of the characters are similar or different choosing from four options. (R)	Circle the sentence that tells how Mike and John are alike. Mike and John like to play ball. Both throw the ball well. Mike plays ball everyday. John plays ball on Saturdays and Sundays. Mike and John can't throw the ball well. Mike and John play ball everyday. Mike and John like to play ball. Mike and John play ball on Mondays.	Reading Series (2, 3)
	8.3.2.2 Given three sentences, the student will number sentences in the correct order that they occur. (R)	Number the sentences 1, 2, and 3 so they will make a story. ____ Max picked up the coins. ____ Max hit his foot on something. ____ When he looked down he saw a red rock with some coins by it.	Reading Series (1, 2, 3)
	8.3.2.3 Given a selection, the student will identify the main idea. (R)	Circle the answer that tells the main idea. The park is a good place to play. Girls and boys jump rope on the walk. They play ball on the green grass. They play hide and seek behind the trees. Girls and boys jump rope on the walk. They play ball on the green grass. They play hide and seek. The park is a good place to play.	Reading Series (2, 3)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	8.3.2.6 Given a reading selection, the student will be asked an important detail question, choosing the correct response from four options. (R)	Read the selection below. Circle the correct answer to the question. Nina saw a chipmunk. Nina didn't say a word. She waited to see what the chipmunk was going to do. What did Nina see? a chipmunk a flower a girl a word	Reading Series (2,3)
	8.3.2.7 Given a reading selection, the student will be asked a question that requires the student to draw a conclusion, choosing from four options. (R)	Read the selection and answer the question, What am I? Circle the correct answer. I am a fruit. I am red. What am I? an apple an orange a banana a pear	Reading Series (2,3)

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 2

STRAND: LITERATURE 8.0

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SKILL AREA: POETRY 8.5

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.5.2 Recognizing rhythmic qualities of poetry	8.5.2.1 Given a poetry selection, the student will choose pairs of words that rhyme from four options. (R)	Read the poem. Circle the words that rhyme. This is the way one freckle Looks to a very small fly. Your nose looks like Mt. Everest When the fly goes cruising by. A. freckle - fly B. Everest - by C. freckle - Everest D. fly - by	Language for Daily Use (2) p. 53, 88, 132, 149, 153, 155 (3) 38, 40, 111 Reading Series (2, 3)

SECOND

VOCABULARY (100 words)

2.2.2.1 MINIMUMS

2.2.2.2

A after
apple
ask
away

B back
bed
bird
boys
bread
breakfast
brother
busy
by

C cave
chair
clean
coat
cold
cook
cut

D dance
dark
dinner
door
down
duck

E ears
eat
end

F face
fall
fast
feet
find
fingers
first
floor
follow
friend
fun
funny

G girl
give
grandmother
grass
grow

H hand
hear
hen
hole
house
hungry

L last
laugh
lion
listen
long

M make
man
market
morning
mouse

N name
new
next
no
noise

O old
one
open
orange

P paint
people
picture
place
plant
point
pot
pull
pretty

R rainbow
ran
read
red
road
rock
room

S sad
saw
scary
secret
shape
short
shout
show
sister
sit
sky
sleep
small
smell
sorry
sound
story
street

T table
tail
talk
teacher
tell
three
tiger
time
today
tree

U under

W wait
wet
word
work

Y yes

Z zoo

2-20

SPELLING - MINIMUMS (2.1.2.1)
GRADE 2

A	all an ask	R	read
B	bed bov by	S	same saw say side sit sleep small so some soon stand step
C	came cut	T	tell time took top three
D	down	U	us
E	eat	W	way well went when wish
F	far	Y	yes
G	gave girl give got		
H	had hand happy has him		
I	if into		
K	keep		
L	let long love		
M	make man much		
N	name no		
O	old or		
P	put		

GRADE 2

ANTONYMS

little - big

come - go

in - out

up - down

yes - no

on - off

cold - hot

new - old

near - far

first - last

boy - girl

long - short

big - little

2-22

story -- tale

silent -- quiet

town -- city

world -- earth

stop -- halt

woods -- forest

false -- fake

begin -- start

wept -- cried

cruel -- unkind

THIRD GRADE

3-1

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LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 3

STRAND: WORD ANALYSIS 2.0

SKILL AREA: SPELLING 2.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
2.1.2 Memorizing basic word lists	*2.1.2.1 Given a list of four words with one word spelled incorrectly, the student will identify the misspelled word. (L)	Circle the misspelled word. A. bern B. fresh C. kiss D. drove	See list provided in appendix	x

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 3

STRAND: WORD ANALYSIS 2.0

SKILL AREA: VOCABULARY 2.2

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
2.2.1 Word formation	2.2.1.1 Given four words, the student will choose the compound word. (R)	Circle the compound word. A. better B. today C. only D. seven	Language for Daily Use (2) p.104, 108, 162	X
	2.2.1.2 Given a word containing a suffix or prefix, the student will choose the answer that shows the root word. (R)	Circle the answer that shows the <u>root word</u> . <u>drinking</u> A. king B. drink C. rink D. ink	Laidlaw (3) p. 148-151, 160-161 Reading Series (2-3)	X
	2.2.1.3 Given a word containing an affix, the student will choose the answer that shows the affix of the word. (R)	Circle the answer that shows the <u>suffix</u> in the word. <u>longer</u> A. long B. lon C. ger D. er	Reading Series (2-3) Laidlaw (3) p. 176-179, 188-189, 204, 205, 216, 217, 232-235, 244-245, 260-263, 272-273 Language for Daily Use (3) p. 135	X
	2.2.1.4 Given a contraction, the student will choose what the word means from 4 choices. (R)	Circle the correct meaning for the contraction <u>I'm</u> . A. I may B. I am C. I met D. I must	Reading Series (2-3) Laidlaw (3) p. 240-245, 293 Language for Daily Use (3) p. 41-45, 116-119, 142, 144, 189, 237, 263	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
2.2.2 Memorizing basic vocabulary	*2.2.2.1 Given a word, the student will choose its meaning from 4 choices. (R)	Circle the meaning of the word. <u>Bear</u> . a long pipe a small hair a large animal a wide hole	See list provided in appendix	X
	*2.2.2.2 Given a sentence with a missing word, the student will choose from four words the word that belongs. (R)	Circle the word that completes the sentence. The clown gave the boy a red _____. A. balloon B. knife C. heel D. fresh	See list provided in appendix	X
2.2.4 Developing word meanings	*2.2.4.1 Given one word the student will identify its antonym from a list of four choices. (R)	An antonym is a word that means the opposite of another word. Circle the <u>antonym</u> of the word below. <u>north</u> A. south B. east C. west D. direction	See list provided in appendix	X
	*2.2.4.2 Given one word, the student will identify its synonym from four choices. (R)	A synonym is a word that has the same, or nearly the same, meaning as another word. Circle the <u>synonym</u> for the word below. <u>world</u> A. sea B. earth C. hill D. river	See list provided in appendix	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	2.2.4.3 Given a sentence, the student will select the homonym that correctly completes the sentence. (R)	Circle the homonym that correctly completes the sentence. Sam used to live near the _____. A. sea B. see	See list provided in appendix	X
2.2.5 Learning the techniques of contextual analysis	2.2.5.1 Given a sentence with an underlined word, the student will identify its meaning from four options. (R)	Circle the meaning of the underlined word. The <u>galley</u> of Kim's ship, where all the meals are prepared, is very small. A. the kitchen area of a ship or airplane B. the act of looking ahead C. a disease that eats away part of the body D. the deck of a ship used to store sails	Reading Series (3) See list provided in appendix	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
3.1.2 Using the dictionary	3.1.2.2 Given a group of four words, the student will select the word that comes first, second or last in an alphabetical list. (R)	Circle the word that comes <u>first</u> in alphabetical order. A. able B. again C. add D. ahead	Reading Series (2-3) Laidlaw (3) p. 158-161 Language for Daily Use (3) p.73	X
	3.1.2.4 Given a sample dictionary page, the student will find the correct meaning of a given word. (R)	This is a sample of a dictionary page. Find the word <u>mush</u> . Circle its meaning below. <u>men-shun</u> (MEN-shun) To speak of or talk about briefly. <u>min-u-ut</u> (min-yoo-ut) A slow, formal dance. <u>min-gotte</u> (MING-gotte) A small animal of Africa and Asia that looks like a weasel. <u>mush</u> (MUSH) A food like oatmeal, but made from ground corn. A. To speak of or talk briefly. B. A slow, formal dance. C. A small animal of Africa and Asia that looks like a weasel. D. A food like oatmeal, but made from ground corn.	Reading Series (2-3)	
	3.1.2.6 Given two guide words, the student will select the word from a list of four that would appear on that dictionary page. (R)	Circle the word which would be found on a dictionary page between the guide words <u>orphan</u> and <u>our</u> . A. other B. open C. olive D. over	Laidlaw (3) p. 212-213, 216, 217 Reading Series (3)	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
3.2.1 Understanding the parts of a book	3.2.1.2 Given an example of a Table of Contents, the student will be asked to select the correct page where a story begins. (R)	Look at the Table of Contents below. On what page would you find the story <u>The Green Car</u> ? Circle the correct answer. The Green Car2 Susan's Birthday21 Christmas Fun29 The Big Surprise32 A. page 2 B. page 21 C. page 29 D. page 32	Reading Series (2-3) Language for Daily Use (3) p. 6, 175, 176	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
5.1.1 Responding to directions (auditory memory)	5.1.1.3 Given a multi-step set of oral directions, the student will follow the directions. This objective should be tested individually. (R)	Listen first to all of my directions. Raise one hand over your head. Shake your other hand and tell me your name. Now do all the things I asked you to do in the correct order.		
5.1.2 Understanding and responding to oral presentations	5.1.2.3 After listening to a story, the student will identify the main idea. (R)	Listen to the story. Circle the sentence that tells the main idea of the story. When a dog is very small, it drinks milk. It does not eat hard things. As the dog gets older, it can eat different kinds of food. Many dogs eat food that comes in cans. Some dogs eat many times during a day. A. Dogs eat many kinds of foods. B. Dogs don't like milk. C. You should feed your dog bones.		X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	5.1.2.4 After listening to a short narrative, the student will identify the sequence of events. (R)	Listen to the story. Circle the sentence that tells what Ronny did after he shortened the front of the bush. Ronny found the trimmer. He cut a branch from a bush on the right side. Then he cut a branch from the left. He cut one from the back and shortened the front. Ronny stepped back and looked at the bush. A. He stepped back and looked at the bush. B. He found a trimmer.	Reading Series (3)	
5.1.3 Understanding and responding to fact vs. opinion	5.1.3.1 After listening to a single statement, the student will tell if it is fact or opinion. (R)	Listen to the statement. Circle the answer that tells if the statement is fact or opinion. All people like to eat ice-cream. A. fact B. opinion	Reading Series (3)	X

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: LISTENING 5.0

REVISÉD SUMMER 1983

Skill	Performance Mode	Sample Test Item	Resources	CAPS
5.1.4 Understanding listening techniques	5.1.4.1 The student will use good listening techniques. (L)	Teacher observation.		

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REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
6.1.3 Writing in Cursive	6.1.3.1 Given the letters of the alphabet in manuscript, the student will write in cursive the letter in upper and lower case. (L)	In cursive writing, copy the upper case and lower case letters on your paper.		
	6.1.3.2 Given a five word sentence written in manuscript, the student will write the sentence in cursive, correctly spacing letters. (L)	Copy the sentence in cursive, correctly spacing letters. Adam walked home with Jerry.		
	6.1.3.3 Given a five word sentence written in manuscript, the student will copy the sentence in cursive, correctly placing letters within lines. (L)	Copy the sentence in cursive, correctly placing letters within lines. George found that shell yesterday.		
	6.1.3.4 Given a five word sentence written in manuscript, the student will copy the sentence in cursive, showing consistency in letter size. (L)	Copy the sentence in cursive, showing consistency in letter size. Dinosaurs of yesterday are extinct.		
	6.1.3.5 Given his first and last names in manuscript, the student will correctly write them in cursive. (L)	Copy your first and last name in cursive. (student's first and last name in manuscript)		
	6.1.3.6 Given a five word sentence written in manuscript, the student will copy the sentence in cursive, correctly spacing and placing letters within lines. The student will also show consistency in letter size. (L)	Copy the sentence in cursive, correctly spacing letters within line, correctly spacing letters, and showing consistency in letter size. Jimmy caught a large lizard.		

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
6.2.1 Understanding and using basic punctuation	*6.2.1.1 Given four sentences, the student will be asked to choose the sentence with the correct end punctuation. (L)	Circle the sentence with the correct end punctuation. A. The blanket is warm. B. The blanket is warm? C. The blanket is warm! D. The blanket is warm,	Reading Series (1,2, 3) Language for Daily Use (2) p. 6, 7, 14, 20, 29, 32, 47, 73, 19, 27, 88 Laidlaw (3) p. 291, 21, 22, 23, 42-43, 51, 31	X
	6.2.1.2 Given four sentences, the student will choose the sentence that uses commas in a series correctly. (L)	Read the sentences. Circle the sentence that uses commas in a series correctly. A. I had a hamburger, french fries and a coke. B. I had a hamburder, french fries, and a coke. C. I had a hamburger, french fried, and, a coke. D. I had, a hamburger french fries and a coke.	Laidlaw (3) p. 292	X
	6.2.1.3 Given four examples, the student will choose the example that uses commas correctly. (L)	Circle the example that uses commas correctly. A. Dear Louise B. Dear, Louise C. Dear Louise, D. Dear, Louise,	Language for Daily Use (2) p. 68, 69, 76, 77, 90, 143, 147, 173 Language for Daily Use (3) p. 56, 57, 61, 151, 58, 59, 13, 20, 23, 25 Laidlaw (3) p. 278-279, 102, 104-105, 278-279	X
	6.2.1.6 Given four sentences containing contractions, the student will select the sentence that has the apostrophe in the correct place. (L)	Read the sentences. Circle the sentence in which the contraction has the apostrophe in the correct place. A. I can't sleep. B. He did'nt go. C. They are'nt coming. D. She was'nt going to school.	Laidlaw (3) p. 240-241, 242-243, 244, 245 Language for Daily Use (3) p. 41, 44, 45, 116, 117 Reading Series (3)	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	6.2.1.B Given a sentence and four choices, the student will select the correct <u>singular</u> possessive form. (L)	Circle the word that shows the correct possessive form. This is _____ book. A. Tom's B. Toms C. Toms' D. Toms's	Laidlaw (3) p. 268-269, 270-271, 272, 273, 293	X
6.2.2 Understanding and using capitalization	6.2.2.2 Given four examples of names and places, the student will choose the one that <u>does not</u> use capitals correctly. (L)	Circle the one that <u>does not</u> use a capital letter correctly. A. Tom B. something C. mr. Ford D. San Marcos	Language for Daily Use (2) p. 7, 14, 20, 62, 77, 90, 173, (3) p. 3, 8, 20, 22, 54, 1, 2 Laidlaw (3) p. 20, 22, 23, 290, 48, 50, 51, 49	X
	6.2.2.3 Given four special words, such as a day of the week, month, or holiday, the student will identify the one that is <u>not</u> capitalized correctly. (L)	Circle the one that is not capitalized correctly. A. wednesday B. May C. Christmas D. around	Language for Daily Use (2) p. 50, 51, 58, 69, 76, 90, 10, 14, 171, 178 (3) p. 13, 18, 23, 25, 50, 60, 49, 61, 62, 64, 78, 163 Laidlaw (3) p. 74-75, 76, 77, 290	X
6.3.1 Understanding the structure	6.3.1.2 Given a paragraph, the student will identify the topic sentence from four choices. (L)	Read the paragraph. Circle the topic sentence. Mr. Bradley saw how well the grass was cut and raked. He said the lawn looked fine. Mrs. Bradley thought Stanley looked wonderful. The Bradleys were pleased with William's work. A. Mrs. Bradley saw how well the grass was cut and raked. B. The Bradleys were pleased with William's work. C. He said the lawn looked fine. D. Mrs. Bradley thought Stanley looked wonderful.	Reading Series (2-3)	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 3

STRAND: WRITTEN EXPRESSION 6.0

SKILL AREA: PRACTICAL WRITING 6.5

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
6.5.1 Writing directions	6.5.1.1 Given a topic, the student will write a multi-step set of directions. (L)	Write the steps that you would take to make your bed. Number the steps as you write them.		
6.5.3 Writing correspondence	6.5.3.1 Given a specific prompt, the student will write a social letter of thanks conforming to that prompt. (L)	Everyone does things in their lives that deserve thanks. And most everyone likes to receive a letter from someone thanking them for something. Write a thank you letter from the information below. Remember to use correct friendly letter form as well as correct spelling, writing skills, and your best handwriting. Your grandfather gave you tickets to a baseball game. You and your friend went to the game together and had a great time. Write a thank you note to your grandfather telling him how much you and your friend enjoyed the game. Use today's date.		

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 3

STRAND: WRITTEN EXPRESSION 6.0

REVISED SUMMER 1983

SKILL AREA: EXPRESSIVE WRITING 6.6

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
6.6.1 Understanding the characteristics of expressive writing	6.6.1.2 Given a specific prompt, the student will write a short narrative to the prompt. (L)	Listen to the statement and write a story about it. Remember a story has a beginning, a middle, and an end. Use your best spelling, capitalization, punctuation, and writing skills. Also, use your best writing. It is the first day of school and you are new to the school. Write a story about your first day in your new school.	Laidlaw (3) p. 58-59, 139-141, 56-57, 136-138 Language for Daily Use (3) p. 94, 19, 21, 31, 36, 41, 50, 54, 55, 78, 105, 106, 111, 113, 142 (2) p. 20, 64, 93, 109, 113, 115, 128, 131	

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: SPEAKING 7.0

SKILL AREA: MECHANICS OF SPEAKING 7.1

REVISÉ SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech. (L)	Teacher observation.		

LANGUAGE ARTS

GRADE LEVEL: 3

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: LITERATURE 8.0

REVISED SUMMER 1983

SKILL AREA: BIOGRAPHY/AUTOBIOGRAPHY 8.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
8.1.1 Understanding the characteristics	8.1.1.1 Given a selection, the student will identify it as fiction or non-fiction. (R)	Read the selection. Is the selection fiction or non-fiction? The children in Jose's class discovered that trees will keep soil from washing away, so they decided to have Tree Planting Week. Merchants gave them shade trees and evergreen trees to plant. A. fiction B. non-fiction	Reading Series (3)	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
8.3.1 Understanding the characteristics	8.3.1.1 Given a short selection the student will identify the setting or character from four options. (R)	Read the selection and answer the question about the setting. From under the street came the rumble of a subway train. Truck horns honked, and a bus screeched to a stop as the light changed. When Bob turned the corner, he saw a man with an air hammer working on the busy sidewalk. Bob was _____. A. at the beach B. in the country C. at the store D. on a street	Reading Series (3)	
8.3.2 Interpreting	8.3.2.1 Given a short story, the student will select a sentence that tells how the actions of the characters are similar or different from four options. (R)	Read the story. Circle the sentence that tells how the lives of John and Robin are different. John and Robin are brother and sister. They live in a small town outside of Los Angeles, California. Their parents are very proud of them because they have accomplished a great deal since high school. John is in his 4th year of college. He lives in an apartment near the school. He has night classes so he eats dinner out frequently. Robin is a pilot for one of the airlines and has a very busy schedule. She is always gone so she shares an apartment with a friend. One of her favorite hobbies when she is home is cooking. A. John likes to study and Robin likes to fly airplanes. B. John lives in a house and Robin lives in an apartment. C. Robin cooks a lot and John eats out a lot. D. John and Robin live in a large city.	Reading Series (2, 3)	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	8.3.2.2 Given 4 sentences the student will identify the correct sequence of events. (R)	Number the sentences 1, 2, 3, and 4 so they will make a story. _____ All at once he felt a pull on his line. _____ Mike was fishing at the pond. _____ Mike put the shoe in the trash. _____ When he took the line out of the water, he saw an old shoe.	Reading Series (1, 2, 3)	X
	8.3.2.3 Given a selection the student will identify the main idea from four options. (R)	Read the paragraph and circle the answer that tells the main idea. Kip often thinks about walking on the moon. His teacher, Mr. McRean, has told the class many things about the moon. Kip likes the stories of the people who have already walked on the moon. Kip wants to travel there some day. A. Kip thinks of going to the moon. B. His teacher tells stories. C. People have walked on the moon. D. Mr. McBean wants to go to the moon.	Reading Series (2, 3)	X
	8.3.2.6 Given a reading selection, the student will be asked an important detail question choosing the correct response from four options. (R)	Read the selection below. Circle the correct answer to the question. On Monday, October 23, Ed's whole class went on a special field trip that lasted an entire week. They went to a winter camp in Massachusetts called Nature's Classroom. At Nature's Classroom everyone stayed in a big house. Miss Reid and the fourth grade girls slept upstairs. They all ate together in a large dining room. Where did Ed's class go? _____ to a special camp _____ to the store _____ to the movies _____ to the library		X

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 3

STRAND: LITERATURE 8.0

REVISED SUMMER 1983

SKILL AREA: SHORT STORY/NOVEL 8.3

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	8.3.2.7 Given a reading selection, the student will be asked a question requiring the student to draw a conclusion, choosing from four options. (R)	Read the selection and answer the question, What am I? Circle the correct answer. Sometimes I am in the sky. Rain and sun help make me. What am I? A. sun B. sky C. rain D. rainbow		X

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
8.4.1 Understanding the characteristics	8.4.1.1 Given a fantasy selection, the student will answer questions in recognizing the characteristics of fantasy. (R)	Read the selection. Choose the answer for the question. The rain came down hard, and it was very dark. Pat and I walked up to the door. It was open, and we could see into the dark house. A cat with green eyes was in there. The cat hopped up on the piano and said, "What shall I play?" Suddenly the piano was a boat and Pat and I were in it. We heard a funny noise. "What was that?" I said. It came from a truck going across the water. Why is this story a fantasy? A. The cat hopped up on the piano and said, "What shall I play?" B. The rain came down hard, and it was very dark. C. We heard a funny noise. D. A cat with green eyes was in there.	Reading Series (3)	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
8.5.2 Recognizing rhythmic qualities of poetry	8.5.2.1 Given a poetry selection, the student will choose pairs of words that rhyme from four options. (R)	Read the selection. Choose the words that rhyme. This is the way one freckle Looks to a very small fly. Your nose looks like Mount Everest When the fly goes cruising by. A. freckle - fly B. Everest - by C. freckle - Everest D. fly - by	Language for Daily Use (2) p. 53, 88, 149, 153, 155 (3) p. 38, 40, 111 Reading Series (2, 3)	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 3

STRAND: LINGUISTIC COMPONENTS 9.0

SKILL AREA: FOUR MAJOR WORD CLASSES 9.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
9.1.1 Understanding the characteristics and definitions of nouns, verbs, adjectives, and adverbs	9.1.1.1 The student will be given a noun characteristic and asked to choose which part of speech the characteristic relates to from two options. (L)	Circle the word that goes with the example. A naming word is called a _____. A. verb B. noun	Language for Daily Use (3) p. 122, 129, 138, 146, 148, 164, 198, 240, 258 Laidlaw (3) p. 152-153, 160, 161, 180-181	X
	9.1.1.2 The student will be given a verb characteristic and asked to choose which part of speech the characteristic relates to from two options. (L)	Circle the word that goes with the example. An action word is called a _____. A. verb B. noun	Laidlaw (3) p. 236-237 Language for Daily Use (3) p. 123-126, 128, 138, 146, 148, 164, 192	
9.1.2 Identifying nouns, verbs, adjectives, and adverbs	9.1.2.1 The student will be given a sentence with a missing verb and will be asked to identify the correct part of speech of the missing word from two options. (L)	Read the sentence below. Circle the correct part of speech of the missing word. My dog _____ home when he was hungry. A. noun B. verb	Language for Daily Use (3) p. 122, 129, 138, 146, 148, 164, 198, 240, 258, 154-155 Laidlaw (3) p. 152-153, 160, 161, 180-181	
	9.1.2.2 The student will be given a sentence with a missing noun and will be asked to identify the correct part of speech of the missing word from two options. (L)	Read the sentence below. Circle the correct part of speech of the missing word. My _____ ran home when he was hungry. A. noun B. verb	Laidlaw (3) p. 236-237 Language for Daily Use (3) p. 123-126, 128, 138, 146, 148, 164, 192, 236-237	

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
9.5.1 Understanding the two basic parts of a sentence	9.5.1.1 Given a sentence, the student will identify the complete subject in the sentence. (L)	Read the sentence. Choose the complete subject in the sentence. The busy beavers built a dam. A. beavers B. busy beavers C. The busy beavers D. built a dam	Laidlaw (3) p. 96-97, 100-101, 104, 105, 154-155, 160, 161	
	9.5.1.2 Given a sentence, the student will identify the complete predicate in the sentence. (L)	Read the sentence. Choose the complete predicate in the sentence. The busy beavers built a dam. A. built a dam. B. built C. a dam D. The busy beavers	Laidlaw (3) p. 96-97, 104, 105	
	9.5.1.3 Given a sentence, the student will identify the simple subject in the sentence. (L)	Choose the simple subject of the sentence below: The beavers built a dam. A. beavers B. The beavers C. dam D. a dam	Laidlaw (3) p. 154-155	
	9.5.1.4 Given a sentence, the student will identify the simple predicate in the sentence. (L)	Choose the simple predicate of the sentence below: The beavers built a dam. A. built B. beavers C. built a dam. D. The beavers	Laidlaw (3) p. 236-237, 244, 245	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
9.6.1 Making the subject and verb agree	9.6.1.1 Given a sentence with a verb or noun deleted the student will identify the missing verb or noun which agrees with the given part of the sentence choosing from two choices. (L)	Circle the correct word to fill in the blank. The apple _____ good. A. taste B. tastes	Laidlaw (3) p. 238-239, 244, 245, 264-265, 266, 267, 272, 273	X
9.6.3 Forming plurals	9.6.3.1 Given a noun, the student will choose whether the plural form is -s or -es. (L)	Circle the correct plural form. <u>watch</u> A. -es B. -s	Laidlaw (3) p. 128-129 Language for Daily Use (3) p. 258	X
	9.6.3.3 Given a singular irregular noun, the student will circle the correct plural form choosing from four choices. (L)	Circle the correct plural form of the noun. <u>pony</u> A. ponys B. ponies C. ponyes D. ponyies	Laidlaw (3) p. 130, 131	X

READING VOCABULARY - THIRD Minimum 2.2.2.2

A	across added again against already also aunt	G	garden glass green ground group guess	P	pages part piece please	X	
B	ball beautiful before began begin below beside black blue both bright buy	H	hard heavy high hill hold hot hundred	Q	question quick	Y	year
C	car change choose class climbed close copy count cross cry	I		R	remember river	Z	
D	deep different dried dressed	J		S	save second seeds seemed sell set shine slow songs summer spell start sticks stood store sun		
E	everybody	K	kept know	T	tall ten through throw tired truck true try turn		
F	farm feel fell few field fine flowers food four free	L	land late left line list louder	U			
		M	might minute miss mouth much	V			
		N	nest nose number	W	water white whole window winter world write wrote		
		O	off often once only order own				

THIRD GRADE ANTONYM LIST 2.2.4.1

back - front
end - begin
dry - wet
noisy - quiet
near - far
after - before
few - many
happy - sad
fat - thin
light - dark
ugly - pretty
large - tiny
right - wrong
love - hate
close - open
left - right
easy - hard
slow - fast
enemy - friend

3-28

2.2.4.2 Minimums

GRADE 3

SYNONYMS

silent - quiet

town - city

woods - forest

begin - start

angry - mad

large - big

unhappy - sad

on - off

left - forgot

small - little

bright - shiny

penny - cent

SPELLING - MINIMUMS

GRADE 3

2.1.2.1

A	any away	M	may miss mother	Y	yellow
B	baby before bird black blue boat bright brother brown	N	need nice		
C	city class color	O	of off one		
D	does door	P	paper park pencil		
E	each	R	rain read red room		
F	father feet first five food four from	S	seven sick sister six snow sold spell spring start store story summer		
G	goes great green	T	table tail ten three told try two		
H	have head hello horse house	U	use		
I	idea	W	walk water week white winter word		
J	jump just				
L	land left lunch				

GRADE 3

HOMONYMS

2.2.4.3

son - sun

sea - see

know - no

sale - sail

to - two - too

deer - dear

bee - be

one - won

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FOURTH GRADE

4-1

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.1.2 Memorizing basic word lists	*2.1.2.1 Given a list of four words with one word spelled incorrectly, the student will identify the misspelled word. (L)	Choose the <u>misspelled</u> word. A. cookey B. cookbook C. hostess D. honey	See list provided in appendix

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.2.1 Word formation	*2.2.1.1 Given four words, the student will choose the compound word. (R)	Choose the compound word. A. beauty B. below C. dozen D. closet	Laidlaw (4) p. 128-129, 142, 143
	*2.2.1.2 Given a word, the student will choose the answer that shows the root word. (R)	Choose the answer that shows the <u>root word</u> . <u>drinking</u> A. king B. drink C. rink D. ink	Reading Series (4)
	*2.2.1.3 Given a word, the student will choose the answer that shows the <u>affix</u> of the word. (R)	Choose the answer that shows the <u>suffix</u> in the word. <u>longer</u> A. long B. lon C. ger D. er	Laidlaw (4) p. 184, 196, 197, 130-131, 142, 143, 185, 159, 168, 169, 158, 238, 246, 247, 212, 222, 223, 239, 213
	*2.2.1.4 Given the meaning of a contraction, the student will choose the correct contraction from 4 choices. (R)	Choose the contraction that means <u>I am</u> . A. I'm B. I'd C. I'll D. I've	Keys to Good Language (4) p. 98, 4, Laidlaw (4) p. 244, 245, 246, 241, 292

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.2.2 Memorizing basic vocabulary	*2.2.2.1 Given a phrase with an underlined word, the student will identify its meaning from a list of four words. (R)	Choose the correct meaning of the underlined word below. the <u>dangerous</u> curve A. unsafe B. slippery C. easy D. fault	See list provided in appendix
	*2.2.2.2 Given a sentence with a missing word, the student will choose the missing word from four choices. (R)	Choose the word that fits into the blank in the sentence below. The teacher found no errors in the _____ project presented by the student. A. farther B. faultless C. dry D. closer	See list provided in appendix
2.2.3 Analyzing word parts	2.2.3.1 Given the meaning of a root or affix, the student will select the correct response from four choices. The roots and affixes will be selected from a basic list provided for that grade level. (R)	Choose the word part that means <u>under</u> or below. A. sub B. uni C. pre D. in	See list provided in appendix
2.2.4 Developing word meanings	*2.2.4.1 Given one word, the student will identify its antonym choosing from a list of four options. (R)	An <u>antonym</u> is a word that means the <u>opposite</u> of another word. Choose the <u>antonym</u> for the word below. north A. south B. east C. west D. direction	See list provided in appendix

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	*2.2.4.2 Given one word, the student will identify its synonym from four choices. (R)	A synonym is a word that has the same, or nearly the same, meaning as another word. Choose the <u>synonym</u> for the word below. world A. sea B. earth C. hill D. river	See list provided in appendix
	2.2.4.3 Given a sentence, the student will select the homonym that correctly completes the sentence. (R)	Select the homonym that correctly completes the sentence. I write to one of my _____ friends. A. dear B. deer	See list provided in appendix
2.2.5 Learning the techniques of contextual analysis	2.2.5.1 Given a sentence with an underlined word, the student will select the correct meaning of the word from four choices. (R)	Choose the correct meaning of the underlined word in the sentence. Tim made a <u>strategic</u>, or carefully planned, move and won the chess game. A. planned B. chess C. game D. move	Reading Series (4) See list provided in appendix
2.2.6 Using word analogies to develop vocabulary	2.2.6.1 Given a pair of words, the student will identify the relationship of the words and select the word that completes the analogy from a list of four choices. (R)	Select the word that completes the statement. Poem is to Poet as Song is to _____. A. Singer B. Applause C. Dancer D. Piano	Reading Series (4)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
3.1.2 Using the dictionary	*3.1.2.2 Given a group of four words, the student will select the word that comes 1st, 2nd, or last in alphabetical order. (R)	Select the word that would come <u>first</u> in alphabetical order. A. gopher B. giblet C. gamble D. gusto	Reading Series (4) Laidlaw (4) 138-139 Keys to Good Language (4) p. 85-86
	3.1.2.3 Given four words alike to the second letter, the student will identify the first, second, or last word in an alphabetical list. (R)	Choose the word which would come <u>first</u> in an alphabetical list. A. gopher B. gone C. gold D. goose	Reading Series (4) Laidlaw (4) p. 139
	3.1.2.4 Given a sample dictionary page, the student will find the correct meaning of a given word. (R)	This is a sample of a dictionary page. Find the word <u>await</u>. Circle its meaning below. Ar-a-bic nu-mer-als (A-ra-bik noo-mar-alz) The numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. a-ston-ish-ment (a-ston-ish-mant) Surprise; amazement. as-tron-o-mer (a-stron-a-mar) A person who studies the sun, planets, and other bodies in the heavens. a-wait (a-wayt) To wait for. A. The numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. B. Surprise; amazement. C. A person who studies the sun, planets, and other bodies of the heavens. D. To wait for.	Reading Series (4) Laidlaw (4) p. 164-165

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	3.1.2.6 Given two guide words, the student will select the word from a list of four that would appear on that dictionary page. (R)	Select the word which would be found on a dictionary page between the guide words <u>sly</u> and <u>smug</u>. A. sea B. smart C. sack D. stay	Keys to Good Language (4) p. 86 Reading Series (4) Laidlaw (4) p. 141
	3.1.2.7 Given a sample pronunciation guide, the student will choose the correct symbol from a list of four, showing the pronunciation of the underlined letter or letters in a given word. (R)	Use the sample pronunciation guide to choose the symbol that shows the pronunciation of the underlined letter or letters in the following word. re<u>l</u>y A. $\bar{r}$ B. $\bar{a}$ C. $\bar{e}$ D. $\bar{o}$ SEE APPENDIX	Reading Series (4)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES																						
3.2.1 Understanding the parts of a book	*3.2.1.2 Given a Table of Contents, the student will be asked to select the correct story that begins on a given page. (R)	Look at the Table of Contents below. Circle the correct answer. <table><thead><tr><th>CHAPTERS</th><th>PAGES</th></tr></thead><tbody><tr><td>1. Rattlesnakes for Rent! . . .</td><td>3</td></tr><tr><td>2. Land Beyond the Prairie . . .</td><td>15</td></tr><tr><td>3. The Wonder of Honey</td><td>19</td></tr><tr><td>4. My Family Tree</td><td>23</td></tr><tr><td>5. Life and Breath</td><td>27</td></tr><tr><td>6. The Lowly Snail</td><td>32</td></tr><tr><td>7. Follow That Car!</td><td>38</td></tr><tr><td>8. Mud on the Moon</td><td>45</td></tr><tr><td>9. The Tiger in Me</td><td>49</td></tr><tr><td>10. King of the High Wire</td><td>54</td></tr></tbody></table> According to the Table of Contents, if you are reading on page 49, you are reading about _____. A. Life and Breath B. Follow That Car! C. Mud on the Moon D. The Tiger in Me	CHAPTERS	PAGES	1. Rattlesnakes for Rent! . . .	3	2. Land Beyond the Prairie . . .	15	3. The Wonder of Honey	19	4. My Family Tree	23	5. Life and Breath	27	6. The Lowly Snail	32	7. Follow That Car!	38	8. Mud on the Moon	45	9. The Tiger in Me	49	10. King of the High Wire	54	Reading Series (4)
CHAPTERS	PAGES																								
1. Rattlesnakes for Rent! . . .	3																								
2. Land Beyond the Prairie . . .	15																								
3. The Wonder of Honey	19																								
4. My Family Tree	23																								
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7. Follow That Car!	38																								
8. Mud on the Moon	45																								
9. The Tiger in Me	49																								
10. King of the High Wire	54																								
	3.2.1.3 Given an example of an index or a glossary, and a question about information contained in the index or glossary, the student will choose the correct response from four options. (R)	Look at the following index. On which page would you find information about <u>Crazy Horse</u>? Continents, 33 Cooper, James F., 306 Cornish, Samuel E., 174 Coronado, Francisco, 60, 61 Cortes, 53, 58, 59 Cosby, Governor, 81 Craft, Samuel, 112 Crazy Horse, 243 Crusades, 42, 43 Custer, General George A., 244 A. page 112 B. page 243 C. page 42 D. page 244	Reading Series (4)																						

4-8

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
3.3.1 Understanding and using the library	3.3.1.1 Given an example of a library catalog card or picture of an encyclopedia set, the student will choose the correct response from four options that answers the question about the example. (R)	Using the library catalog card pictured below, choose the correct response to the question. What is the <u>title</u> of the book? 520 Richards, Phillip Wonders in the sky, by Phillip Richards. Illustrated by Carl Morgan. Boston, Carlton Press, 1973. 313 p. illus. 1. Astronomy 2. Stars I Title A. astronomy B. Carlton Press C. Wonders in the sky D. Stars I Title	Library Reading Series (4)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
5.1.1 Responding to directions (auditory memory)	5.1.1.3 Given a multi-step set of oral directions by the teacher, the student will correctly follow these directions. (R)	Listen carefully and follow these directions. Draw a large circle. Inside the circle draw a square, and inside the square draw a triangle.	
5.1.2 Understanding and responding to oral presentations	5.1.2.3 Given a short selection read aloud by the teacher, the student will choose the main idea from four options. (R)	This is a listening question to test your ability to listen for the main idea. The selection will be read once. Listen to the selection carefully and then determine the main idea. The Komodo Dragon is actually a lizard. It can grow to be 10 feet long and is the largest lizard living today. The Komodo is called a dragon because it looks like one-- long tail, sharp teeth and scaly skin. Turn to the responses and select the one that is the main idea. A. how long dragons grow B. another name for lizards C. what Komodos look like	Reading Series (4)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	5.1.2.4 After listening to a short narrative, the student will select the correct sequence of events from three options. (R)	This is a listening question to test your ability to listen and remember the order in which things happened. Listen carefully to the following paragraph. The paragraph is about a little girl who is trying to capture an escaped tiger. The story will be read only once. Remember to listen for the order in which things happened. She went rushing to the kitchen and chose a ham from one of the boxes. Then she ran to the garage. She threw the ham inside and then hurried back to the apartment. Quickly she opened some fresh meat. She cut one pound into chunks, then another. Then, one by one, she threw the chunks of meat onto the driveway. A. 1. She chose a ham from one of the boxes. 2. She ran to the garage. 3. She opened some fresh meat. B. 1. She ran to the garage. 2. She chose a ham from one of the boxes. 3. She opened some fresh meat. C. 1. She opened some fresh meat. 2. She ran to the garage. 3. She chose a ham from one of the boxes.	Reading Series (4)
5.1.3 Understanding and responding to fact vs. opinion	5.1.3.1 After listening to a single statement, the student will tell if it is fact or opinion. (R)	Listen to the statement and decide if it is <u>fact</u> or <u>opinion</u>. All people like to eat ice-cream. A. fact B. opinion	Reading Series (4)

SAN MARCOS UNIFIED SCHOOL DISTRICT

SKILL AREA: LISTENING 5.1

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
5.1.4 Understanding listening techniques	5.1.4.2 The student will use good listening techniques in group discussions. (L)	Teacher observation.	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.1.3 Writing in Cursive	*6.1.3.1 Given the letters of the alphabet in manuscript, the student will write in cursive the letter in upper and lower case. (L)	In cursive writing, copy the upper case and lower case letters on your paper.	
	*6.1.3.5 Given his first and last names in manuscript, the student will correctly write them in cursive. (L)	Copy your first and last name in cursive. (student's first and last name in manuscript)	
	*6.1.3.6 Given a five word sentence written in manuscript, the student will copy the sentence in cursive, correctly spacing and placing letters within lines. The student will also show consistency in letter size. (L)	Copy the sentence in cursive. Jimmy caught a large lizard.	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.2.1 Understanding and using basic punctuation	6.2.1.2 Given four sentences, the student will choose the sentence that uses commas in a series correctly. (L)	A. Alice, Mary and, Ruth will go. B. Alice, Mary, and Ruth will go. C. Alice Mary, and, Ruth will go. D. Alice, Mary, and Ruth, will go.	Laidlaw (4) p. 194-197, 291, 196, 197, 291 Keys to Good Language (1) p. 46, 80, 81, 28, 29
	6.2.1.3 Given four examples, the student will choose the example that uses commas correctly. (L)	Choose the example that uses commas correctly. A. May 11, 1965 B. March 4, 1981, C. January, 24, 1947 D. April, 15, 1978	Keys to Good Language (4) p. 46, 80, 81, 28, 29, 74 Laidlaw (4) p. 291
	6.2.1.6 Given four sentences containing contractions, the student will select the sentence that has the apostrophe in the correct place. (L)	Choose the sentence in which the contraction has the apostrophe in the <u>correct</u> place. A. I can't sleep. B. He did'nt go. C. They are'nt coming. D. He wo'nt go.	Laidlaw (4) p. 244-247, 292 Keys to Good Language (4) p. 98, 40, 41
	6.2.1.8 Given a sentence with a missing possessive singular noun, the student will select the correct form from four options. (L)	Choose the word that shows correct possessive form. This is _____ book. A. Tom's B. Toms C. Toms' D. Toms's	Laidlaw (4) p. 267-270, 271, 292 Keys to Good Language (4) p. 102, 103, 123

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL:

STRAND:

SKILL AREA:

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
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LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 4

STRAND: WRITTEN EXPRESSION 6.0

SKILL AREA: GRAPHICS 6.2

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.2.2 Understanding and using capitalization	*6.2.2.2 Given four choices, the student will choose the one that <u>does not</u> use capitals correctly. (L)	Choose the one that <u>does not</u> use a capital letter correctly. A. Tom B. ocean C. mr. Ford D. D. A. Johnson	Laidlaw (4) p. 52-53, 54, 55 289, 24, 25 Keys to Good Language (4), p. 5, 4, 6, 13, 46, 81, 121, 20
	6.2.2.3 Given four sentences containing proper nouns, the student will identify the sentence containing correct capitalization. (L)	Choose the sentence that has correct capitalization. A. George Washington's birthday is on february 22. B. George Washington's birthday is on February 22. C. George washington's birthday is on February 22. D. george Washington's birthday is on February 22.	Keys to Good Language (4) p. 46, 81, 121, 11, 12, 20 Laidlaw (4) p. 78-79, 82, 83

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.3.1 The paragraph	6.3.1.2 Given a paragraph, the student will select the topic sentence, choosing from the first or last sentence of the paragraph. (L)	Read the following paragraph. Which sentence is the <u>topic sentence</u> ? A baseball player's life is hard. He must travel from city to city with very little rest. During the season he is away from his family. Sometimes he may get tired because he plays two games in one day. A. A baseball player's life is hard. B. Sometimes he may get tired because he plays two games in one day.	Reading Series (4) Keys to Good Language (4) p. 36

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.5.1 Writing directions	6.5.1.1 Given a specific prompt asking for directions to complete a task, the student will write step-by-step directions to the prompt. (L)	Oftentimes it is necessary to give step-by-step directions to someone who doesn't know how to do something or find his way to a specific place. Read the statement below and write the set of directions that is asked for. Be sure your steps are in proper order. Use correct spelling, capitalization, punctuation, and writing skills as well as your best handwriting. You are leaving your little brother home alone while you have lunch with a friend. Explain to your little brother how he would go about cooking a can of soup for his lunch.	
6.5.3 Writing correspondence	6.5.3.1 Given a specific prompt, the student will write a social letter of thanks conforming to that prompt. (L)	Everyone does things in their lives that deserve thanks. And most everyone likes to receive a letter from someone thanking them for something. Write a thank you letter from the information below. Remember to use correct friendly letter form as well as correct spelling, writing skills, and your best handwriting. Your grandfather gave you tickets to a baseball game. You and your friend went to the game together and had a great time. Write a thank you note to your grandfather telling him how much you and your friend enjoyed the game. Use today's date.	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 4

STRAND: WRITTEN EXPRESSION 6.0

SKILL AREA: EXPRESSIVE WRITING 6.6

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.6.1 Understanding the characteristics of expressive writing	6.6.1.2 Given a specific prompt, the student will write a short narrative to the prompt. (L)	Read the statement below and write a story about it. Remember a story has a beginning, a middle, and an end. Use your best spelling, capitalization, punctuation, and writing skills. Also use your best writing. It is the first day of school and you are new to the school. Write a story about your first day in your new school.	Laidlaw (4) p. 284-287, 202-203, 278, 279 Keys to Good Language (4) p. 111

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 4

STRAND: SPEAKING 7.0

SKILL AREA: VERBAL COMMUNICATIONS 7.2

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
7.2.1 Reading orally	7.2.1.1 The student will interpret marks of punctuation adequately. (L)	Teacher observation.	Reading Series (4)
	7.2.1.2 The student will group words into meaningful phrases. (L)	Teacher observation.	Reading Series (4)
	7.2.1.3 The student will modulate voice appropriately. (L)	Teacher observation.	Reading Series (4)
	7.2.1.4 The student will interpret mood. (L)	Teacher observation.	Reading Series (4)
	7.2.1.5 The student will effectively read aloud a short selection. (R)	Teacher observation.	Reading Series (4)
7.2.2 Speaking for a variety of audiences and purposes	7.2.2.1 The student will narrate a sequence of events. (R)	Teacher observation.	Reading Series (4)
	7.2.2.2 The student will give verbal directions. (L)	Teacher observation.	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 4

STRAND: LITERATURE 8.0

REVISED SUMMER 1983

SKILL AREA: BIOGRAPHY/AUTOBIOGRAPHY 8.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	* RESOURCES
8.1.1 Understanding the characteristics	8.1.1.1 Given a selection, the student will identify it as fiction or non-fiction. (R)	Read the selection. Is the selection fiction or non-fiction? The children in Jose's class discovered that trees will keep soil from washing away, so they decided to have Tree Planting Week. Merchants gave them shade trees and evergreen trees to plant. A. fiction B. non-fiction	Reading Series (4)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.3.1 Understanding the characteristics	8.3.1.1 Given a selection, the student will identify the setting or character from four options. (R)	Sam the Spider had become very good at getting around the city on a bus. Whenever spiders in another part of the city were doing something he wanted to be in on, he would just hop on the right bus and look around for a seat. One day Sam wanted to go to a big spider party across town. So he got on the bus and scared a little boy out of his seat. At the next stop, though, a very clever woman got on. She looked down at the seat and saw Sam trying to hide. "Get out of that seat, please," the woman said to Sam. Poor Sam just sat there and tried to look mean, but it was no use. The woman sat right down on top of him and nearly broke his back. Sam thought it was a very uncomfortable way to ride across town. Who is the <u>main</u> character of the story?	Reading Series (4)
8.3.2 Interpreting	8.3.2.1 Given a short story, the student will choose a sentence that tells how the actions of the characters are similar or different from four choices. (R)	Read the story. Choose the sentence that tells how Leonard and Hector are <u>different</u>. One day Farmer Joe went out to his cornfield. His scarecrow Leonard, was standing there trying to scare some crows away. "Leonard," the farmer said, "You are doing a bad job. There are too many crows around. Get rid of them or find another job." "So what will we do?" Leonard asked Hector the crow who stayed around one day. "The rest of the crows are gone," Hector said. "From now on when the farmer comes by, I will hide under your hat. After he is gone, we can go on being friends." A. Leonard and Hector are scarecrows. B. Leonard and Hector are crows. C. Leonard and Hector are friends. D. Leonard wore a hat and Hector had wings.	Reading Series (4)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	8.3.2.2 After reading a selection the student will identify sequence of events. (R)	Barney the zookeeper always let the animals know who was boss. He told every new animal that came to the zoo, "I don't care who the king of the jungle is--I'm the king of the zoo!" Then one day a big new lion came. Sitting in his cage, he looked very bored. But Barney walked right up to the bars and said, "You may have been king of the jungle--but I'm king of the zoo!" The lazy lion didn't say anything. He was shooing flies with his tail. "Quit shooing flies," Barney said. "Anything you say," said the lion. "Very funny," Barney said, and then he stomped away in a rage. A. Barney said, "Quit shooing flies." B. Barney told lion who was king. C. A new lion came to the zoo. D. The lion looked very bored.	Reading Series (4)
	8.3.2.3 Given a selection, the student will choose the main idea from four options. (R)	Read the paragraph and select the answer that tells the <u>main idea</u>. Once spring comes and flowers begin to bloom, Irving is ready to plant a garden. He wants to raise corn this year. Last year he grew onions. Irving doesn't like onions but his mom cooks with them. He doesn't really care what he plants. He just likes to raise a garden. A. Irving likes to raise onions. B. Irving likes the spring time. C. Irving likes to raise a garden. D. Irving likes onions.	Reading Series (4)

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 4

STRAND: LITERATURE 8.0

REVISED SUMMER 1983

SKILL AREA: OTHER NARRATIVE FICTION 8.4

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.4.1 Understanding the characteristics	8.4.1.1 Given a fantasy selection, the student will answer questions in recognizing the characteristics of fantasy. (R)	Read the selection. Choose the answer for the question. Sarah thought it all must be a dream. But the sound of the waves outside told her it was all true. She really was in a cave with a living dragon that breathed fire. "How are you?" The dragon rolled out the words in a deep, dark voice. "I-I-I'm very well, thank you," said Sarah in a high little voice. Why is the selection a fantasy? A. because Sarah thought it must be a dream. B. because a dragon spoke. C. because Sarah spoke in a high little voice. D. because Sarah was in a cave.	Reading Series (4)

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 4

STRAND: LITERATURE 8.0

REVISED SUMMER 1983

SKILL AREA: POETRY 8.5

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.5.1 Recognizing poetry	8.5.1.1 Given a selection, the student will be asked to identify it as poetry or prose using recognition of elements of poetry. (R) 8.5.1.2 (Combined with 8.5.1.1)	Read the selection. Is the selection poetry? The feel of sawdust in my hands Was like bare toes on sandy lands. But best of all I liked the clown Who rode his horse while upside down. I'd always run to watch the fun As the tents went up in the morning sun. A. Yes B. No	Laidlaw (4) p. 204-205, 58-59, 174-175, 274-275
8.5.2 Recognizing rhythmic qualities of poetry	8.5.2.1 Given a poetry selection, the student will choose pairs of words that rhyme from four options. (R)	Read the selection. Choose the words that rhyme. This is the way one freckle Looks to a very small fly. Your nose looks like Mount Everest When the fly goes cruising by. A. freckle - fly B. Everest - by C. freckle - Everest D. fly - by	Laidlaw (4) 174-175, 274-275 Reading Series (4)
8.5.3 Recognizing the imaginative qualities of poetic language	8.5.3.1 Given a selection, the student will recognize the use of personification in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or hyperbole. The lilies nodded their heads at me. A. <u>metaphor</u>-comparing two different things; one thing is said to be something else. <u>ex.</u>"Her yell was like a lion's roar." B. <u>simile</u>-comparing 2 things using the words like, as, or than. <u>ex.</u>"The balloon is as big as the sun." C. <u>exaggeration</u>-to overstate something to make a point. <u>ex.</u>"Joe can kick a football a mile!" D. <u>personification</u>-a non-human thing or idea is given human qualities. <u>ex.</u>"The waves <u>crawled</u> up on the beach."	Reading Series (4)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	8.5.3.2 Given a selection, the student will recognize the use of <u>simile</u> in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile, or exaggeration. The river was like a ribbon of silver. A. <u>metaphor</u>-comparing two different things; one thing is said to be something else. <u>ex.</u>"Her yell was like a lion's roar." B. <u>simile</u>-comparing 2 things using the words <u>like</u>, <u>as</u>, or <u>than</u>. <u>ex.</u>"The balloon is <u>as big as</u> the sun." C. <u>exaggeration</u>-to overstate something to make a point. <u>ex.</u>"Joe can kick a football a mile!" D. <u>personification</u>-a non-human thing or idea is given human qualities. <u>ex.</u>"The <u>waves</u> crawled up on the beach."	Reading Series (4)
	8.5.3.3 Given a selection, the student will recognize the use of <u>metaphor</u> in poetic language from four options. (R)	Tell whether the selection is a sample of personification, metaphor, simile, or exaggeration. The moon was a big yellow spotlight in the eastern sky. A. <u>metaphor</u>-comparing two different things; one thing is said to be something else. <u>ex.</u>"Her yell was like a lion's roar." B. <u>simile</u>-comparing 2 things using the words <u>like</u>, <u>as</u>, or <u>than</u>. <u>ex.</u>"The balloon is <u>as big as</u> the sun." C. <u>exaggeration</u>-to overstate something to make a point. <u>ex.</u>"Joe can kick a football a mile!" D. <u>personification</u>-a non-human thing or idea is given human qualities. <u>ex.</u>"The <u>waves</u> crawled up on the beach."	Reading Series (4)

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	8.5.3.4 Given a selection, the student will recognize the use of <u>exaggeration</u> in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or exaggeration. The man gained a thousand pounds in the ice cream store. A. <u>metaphor</u>-comparing two different things; one thing is said to be something else. <u>ex.</u>"Her yell was like a lion's roar." B. <u>simile</u>-comparing 2 things using the words <u>like</u>, <u>as</u>, or <u>than</u>. <u>ex.</u>"The balloon is <u>as</u> big <u>as</u> the sun." C. <u>exaggeration</u>-to overstate something to make a point. <u>ex.</u>"Joe can kick a football a mile!" D. <u>personification</u>-a non-human thing or idea is given human qualities. <u>ex.</u>"The <u>waves</u> crawled up on the beach."	Reading Series (4)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.7.1 Understanding basic interpretive elements	8.7.1.5 Given a reading selection, the student will draw a conclusion based on the information contained in the selection choosing from four options. (R)	Read the story and answer the question. Did you ever hear of a flyway? A flyway is a path through the air that birds take when they travel each year to and from their winter homes. Millions and millions of birds use some of the flyways each year. Flyways are used: A. at certain times B. by flies C. by very few birds D. on Fridays	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
9.1.1 Understanding the characteristics and definitions of nouns, verbs, adjectives, and adverbs	9.1.1.1 The student will be given a noun characteristic and asked to choose which part of speech the characteristic relates to from three options. (L)	Choose the part of speech to complete the statement. A word that can have a determiner is called _____. A. a noun B. a verb C. an adjective	Laidlaw (4) p. 132-133, 267-269, 160-161, 136-137
	9.1.1.2 The student will be given a verb characteristic and asked to choose which part of speech the characteristic relates to from three options. (L)	Choose the part of speech to complete the statement. An action word is called _____. A. a noun B. a verb C. an adjective	Laidlaw (4) p. 214-217, 222-223
	9.1.1.3 The student will be given an adjective characteristic and asked to choose which part of speech the characteristic relates to from three options. (L)	Choose the part of speech to complete the statement. A word that describes a noun is called _____. A. a noun B. a verb C. an adjective	Laidlaw (4) p. 264-266, 270-271, 240-241, 311-314
	9.1.1.4 The student will be given an adverb characteristic and asked to choose which part of speech the characteristic relates to from four options. (L)	Choose the part of speech to complete the statement. A word that describes a noun is called _____. A. a noun B. a verb C. an adjective D. an adverb	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
9.1.2 Identifying nouns, verbs, adjectives, and adverbs	9.1.2.1 The student will be given a sentence with an underlined noun and will be asked to identify the correct part of speech of the missing word from three options. (L)	Read the sentence below. Choose the correct part of speech of the missing word. The slippery ____ escaped. A. noun B. verb C. adjective	Laidlaw (4) p. 136-137, 142, 143 160-161, 168, 169 Reading Series (4)
	9.1.2.2 The student will be given a sentence with an underlined verb and will be asked to identify the correct part of speech of the missing word from three options. (L)	Read the sentence below. Choose the correct part of speech of the missing word. The slippery fish ____. A. noun B. verb C. adjective	Laidlaw (4) p. 186-189, 190-191 196, 197 Reading Series (4)
	9.1.2.3 The student will be given a sentence with a missing noun, verb, or adjective. The student will be asked to identify the correct part of speech of the missing word. (L)	Read the sentence below. Choose the correct part of speech of the missing word. The ____ fish escaped. A. noun B. verb C. adjective	Laidlaw (4) p. 242-243, 246, 24
	9.1.2.4 The student will be given a sentence with an underlined adverb and will be asked to identify the correct part of speech of the missing word from four options. (L)	Read the sentence below. Choose the correct part of speech of the missing word. The slippery fish escaped ____. A. noun B. verb C. adjective D. adverb	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

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GRADE LEVEL: 4

STRAND: LINGUISTIC COMPONENTS 9.0

SKILL AREA: BASIC SENTENCE STRUCTURES 9.5

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
9.5.1 Understanding the two basic parts of a sentence	9.5.1.1 Given a sentence, the student will identify the complete subject from 4 choices. (L)	Choose the <u>complete subject</u> in the following sentence. The large man sneezed loudly. A. The large man B. large man C. The large man sneezed D. The man	Laidlaw (4) p. 106-110, 286
	9.5.1.2 Given a sentence, the student will identify the complete predicate from 4 options. (L)	Choose the <u>complete predicate</u> in the following sentence. The large man sneezed loudly. A. The large man B. large man C. sneezed loudly D. sneezed	Laidlaw (4) 214-217, 222-223
	9.5.1.3 Given a sentence, the student will identify the subject from four options. (L)	Choose the <u>simple subject</u> in the following sentence. The large man sneezed loudly. A. The large man B. large man C. The large D. man	Laidlaw (4) p. 104-105, 142-143
	9.5.1.4 Given a sentence, the student will identify the simple predicate from four options. (L)	Choose the <u>simple predicate</u> of the following sentence. The large man sneezed loudly. A. sneezed loudly B. large man C. man sneezed D. sneezed	Laidlaw (4) p. 104-105, 110, 111

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 4

STRAND: LINGUISTIC COMPONENTS

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SKILL AREA: BASIC SENTENCE STRUCTURES 9.5

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
9.5.2 Differentiating between a complete sentence and a fragment or a run-on	9.5.2.1 The student will identify a complete sentence from four options. (L)	Choose the <u>complete</u> sentence. A. Because of this. B. Running down the street. C. The dog barked all night. D. In the house under the stairs.	Keys to Good Language (4) p. 10, 19
	9.5.2.2 Given 2 word groups, the student will identify the one that is not a run-on. (L)	Choose the correctly written sentence. A <u>complete sentence</u> has a subject and a verb and expresses one complete thought. A <u>run-on sentence</u> runs together two or more thoughts without proper punctuation and capitalization. A. My cat is brown his name is Rusty Joe. B. My brown cat's name is Rusty Joe.	Laidlaw (4) p. 286-287 Keys to Good Language (4) p. 39

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 4

STRAND: LINGUISTIC COMPONENTS 9.0

REVISED SUMMER 1983

SKILL AREA: USAGE 9.6

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
9.6.1 Making the subject and verb agree	9.6.1.1 Given a sentence with a verb or noun deleted, the student will identify the missing verb or noun which agrees with the given part of the sentence choosing from two choices. (L)	Choose the correct word to fill in the blank. The apple _____ good. A. taste B. tastes	Keys to Good Language (4) p. 17, 33, 117, 119, 120
	9.6.1.2 Given a sentence with a compound noun subject and no verb, the student will identify the correct verb which agrees with the subject of the sentence from a list of four choices. (L)	Read the sentence below and choose the correct answer. The boys and girls _____ around the playground. A. plays B. walks C. run D. runs	
9.6.3 Forming plurals	9.6.3.1 Given a noun, the student will choose whether the plural form is -s or -es. (L)	Choose the correct plural form. watch A. -s B. -es	Laidlaw (4) p. 132-133, 142, 143 Keys to Good Language (4) p. 83, 84
	9.6.3.2 Given a singular noun, the student will identify its plural form from a list of four choices. (L)	Choose the correct plural form of the noun below. buffalo A. buffalos B. buffalo's C. buffalo D. buffaloes	Laidlaw (4) p. 132-133, 142, 143 Keys to Good Language (4) p. 83, 84

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

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GRADE LEVEL: 4

STRAND: LINGUISTIC COMPONENTS 9.0

SKILL AREA: USAGE 9.6

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	9.6.3.3 Given a singular noun, the student will identify its plural form from a list of four choices. (L)	Choose the correct plural form of the noun below. goose A. geeses B. geeses C. geese D. gosling	

4th Grade Spelling

Minimums (2.1.2.1)

A across
air
along
always
arm

B baby
band
bath
beat
behind
bit
blow
board
both
bottom
bring
brush
build

C cap
carry
choose
city
close
cook
country
cow

D dark
done
draw
drew

E eye

F fall
family
felt
first
fish
fit
five
flat
found

G gold

H hair
head
hello
hit
hold
horse
hot
hurry

L large
late
leg
life
lot
loud
low
luck

M man
morning
meat
met
move

N nail
neck
night
nothing

O often
only
own

P pay
pen
pencil
people
pick
picnic
plan
poor

R rest
right
road
rode
roll
round

S sand
sang
sea
second
seem
sell
send
sent
seven
ship
shop
shut
silver
sing
six
size
soil
spring
stood
string
such
supper

T table
tent
third
tie
tonight
toy
town
truck
true

W wall
week
which
wind
window
winter
woman
wood

Y yard
year
yet

2.2.4.1 Minimums

GRADE 4 ANTONYMS

even - odd

true - false

tired - rested

glad - sad

city - country

frown - smile

light - heavy

whisper - scream

safe - dangerous

deep - shallow

answer - question

disappear - appear

great - terrible

plain - fancy

strong - weak

break - fix

shut - open

VOCABULARY LIST 4th GRADE

2.2.2.1 Minimums

A	H	Q
above	half	question
air	heart	
although	hit	
angry	hobby	R
arm	hold	remember
	horse	rest
	hunt	ribbons
B		
baby	I	S
behind	instead	sail
blanket	instruments	sand
blow	interesting	seven
boards		shade
bought		sharp
bring	J	ship
brook	job	silver
build		since
burning	K	sing
buttons	key	six
	kitchen	sizes
C		soil
carry	L	south
city	larger	space
clothes	leading	special
cloudy	legs	spring
collecting	life	straight
coin	lists	strange
comma		strong
correct	M	such
country	main	suddenly
cover	matter	suppose
cross	meat	
	melted	T
D	men	tint
different	middle	thin
dish	miles	third
distance	mind	town
done	mixed	toy
draw	money	travel
drop	mountain	
		U
E	N	uncle
east	north	
easy		V
explain	O	village
evening	own	voice
F	P	W
fact	package	wagon
family	pay	washing
fight	pick	week
fill	picnic	wide
filled	plan	wire
five	power	wobbly
fruit	present	
	press	Y
		young

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2.2.3.1. Grade Four

Prefix and Root Word List

<u>PREFIX</u>	<u>DEFINITION</u>	<u>EXAMPLE</u>
bi	two	bicycle, bimonthly
fore	before, advance	forewarn, forehead
in	in, into, not	insert, inhabit
mid	halfway	midway, midpoint
pre	before	preschool, prewar
re	again	refasten, redo
sub	under, below	subsoil, submarine
un	not, the opposite of	unsteady, unattractive
uni	one	uniform, unicycle

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<u>ROOTS</u>	<u>DEFINITION</u>	<u>EXAMPLE</u>
aqua	water	aquaplane, aquaduct
cycl	circle, wheel	bicycle, monocycle
geo	earth	geography, geometry
penta	five	pentagon, pentameter
therm	heat	thermostat, thermometer

GRADE 4 - 2.2.4.2 - MINIMUMS

SYNONYMS

huge - large
stop - quit
smart - clever
happy - glad
world - earth
cruel - unkind
right - correct
mad - upset
wise - smart
close - near
below - above
strike - hit
tardy - late
tell - inform
brook - stream

4-40

2.4.4.3

HOMONYMS LIST -- GRADE FOUR

buy -- by
blew -- blue
flower -- flour
male -- mail
hare -- hair
dye -- die
stair -- stare
wood -- would
right -- write
tale -- tail

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STIMULUS: 3.1.2.7

/ā/	cake	/h/	home	/ō/	rope	/th/	thin
/a/	hat	/(h)w/	white	/o/	top	/tʰ/	this
/ä/	father	/ī/	pie	/ô/	saw	/u/	nut
/är/	car	/i/	pig	/oi/	oil	/ûr/	fur
/âr/	care	/ir/	dear	/oo/	moon	/v/	vine
/b/	boy	/j/	jump	/oō/	book	/w/	will
/ch/	church	/k/	kite	/ôr/	fork	/y/	yes
/d/	duck	/ks/	box	/ou/	out	/yoo/	use
/ē/	bean	/kw/	quit	/p/	pet	/z/	zoo
/e/	pet	/l/	look	/r/	run	/zh/	azure
/f/	fun	/m/	man	/s/	see	/ə/	above
/g/	go	/n/	not	/sh/	ship		circus
/gz/	exact	/ng/	sing	/t/	top	/ər/	butter

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FIFTH GRADE

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LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 5

STRAND: WORD ANALYSIS 2.0

SKILL AREA: SPELLING 2.1

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.1.2 Memorizing basic word lists	*2.1.2.1 Given a list of four words with one word spelled incorrectly, the student will identify the misspelled word. (L)	Choose the <u>misspelled</u> word. A. cookey B. cookbook C. hostess D. honey	Lists will be provided for each grade level in the appendix of the teacher's guide.

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
2.2.2 Memorizing basic vocabulary	*2.2.2.1 Given a phrase with an underlined word, the student will identify its meaning from a list of four words. (R)	Choose the correct meaning of the underlined word below. the <u>dangerous</u> curve A. unsafe B. slippery C. easy D. fault	Lists will be provided for each grade level in the appendix of the teacher's guide.
	*2.2.2.2 Given a sentence with a missing word, the student will choose the missing word from four choices. (R)	Choose the word that fits into the blank in the sentence below. The teacher found no errors in the _____ project presented by the student. A. farther B. faultless C. dry D. closer	Lists will be provided for each grade level in the appendix of the teacher's guide.
2.2.3 Analyzing word parts	2.2.3.1 Given the meaning of a root or affix, the student will select the correct response from four choices. The roots and affixes will be selected from a basic list provided for that grade level. (R)	Choose the word part that means <u>under</u> or below. A. sub B. uni C. pre D. in	Lists will be provided for each grade level in the appendix of the teacher's guide.
2.2.4 Developing word meanings	*2.2.4.1 Given one word, the student will identify its antonym choosing from a list of four words. (R)	Choose the <u>antonym</u> for the word below. north A. south B. east C. west D. direction	Lists will be provided for each grade level in the appendix of the teacher's guide.

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	*2.2.4.2 Given one word, the student will identify its synonym from a list of four choices. (R)	Choose the <u>synonym</u> for the word below. world A. sea B. earth C. hill D. river	Lists will be provided for each grade level in the appendix of the teacher's guide.
	2.2.4.3 Given a sentence, the student will select the homonym that correctly completes the sentence. (R)	Select the homonym that correctly completes the sentence. I wrote to one of my _____ friends. A. dear B. deer	Lists will be provided for each grade level in the appendix of the teacher's guide.
2.2.5 Learning the techniques of contextual analysis	2.2.5.1 Given a sentence with an underlined word, the student will select the correct meaning of the word from four choices. (R)	Choose the meaning of the underlined word. Tim made a <u>strategic</u>, or carefully planned, move and won the chess game. A. planned B. chess C. game D. move	Reading Series
2.2.6 Using word analogies to develop vocabulary	2.2.6.1 Given a pair of words, the student will identify the relationship of the words and select the word that completes the analogy from a list of four choices. (P)	Select the word that completes the statement. Poem is to Poet as Song is to _____. A. Singer B. Applause C. Dancer D. Piano	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
3.1.1 Understanding parts of the dictionary	3.1.1.1 Given an excerpt from a dictionary page, and a sentence with a specific underlined word from that page, the student will identify the synonym or antonym of the underlined word from a list of four words. (R)	Using the sample dictionary page, select the word which is a synonym for the underlined word in the sentence below. Joe Namath has a <u>knack</u> for football. A. interest B. ability C. will D. courage SEE APPENDIX	Keys (5) p. 100-101; (6) p. 79 Enjoying English (6) p. 208, 209, 214-215, 218
	3.1.1.2 Given an excerpt from a glossary, the student will identify the part of speech of a specific entry word from a list of four parts of speech. (R)	Look at the sample glossary page below. According to the sample, the word "snorkel" is: A. a noun B. an adjective C. a verb D. an adverb SEE APPENDIX	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
3.1.2 Using the dictionary	3.1.2.3 Given four words alike to the second letter, the student will identify the first, second, or last word in an alphabetical list. (R)	Choose the word which would come <u>second</u> in an alphabetical list. A. foil B. fossil C. forecast D. foul	Keys (5) p. 41, 89; (6), p. 28
	3.1.2.5 Given a sample dictionary page, the student will identify the appropriate meaning of an underlined word in a sentence choosing from a list of four definitions. (R)	Look at the sample dictionary page. Match the meaning of the underlined word in the following sentence with its definition. The French <u>national</u> spoke no English. A. having to do with a nation B. a citizen of a nation C. a household servant D. a person who buys and sells for profit SEE APPENDIX	Laidlaw (5) p. 184-185, 387; (6) p. 56-57, 380
	3.1.2.6 Given two guide words, the student will select the word, from a list of four, that would appear on that dictionary page. (R)	Select the word which would be found on a dictionary page between the guide words <u>false</u> and <u>fan</u> . A. face B. fate C. famine D. far	Keys (5) p. 42, 89; (6) p. 29 Laidlaw (6) p. 182-183
	3.1.2.7 Given a sample pronunciation guide, the student will interpret the respelling of a given word choosing from a list of four words. (R)	Use the sample pronunciation guide to choose the word from the list below that matches the following respelled word. bə-lij'ər-ənt A. believer B. belligerent C. baseball D. bilingual	Laidlaw (5) p. 218-221, 390; (6) p. 116-119, 382-383 Enjoying English (6) p. 209

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
3.2.1 Understanding the parts of a book	3.2.1.1 Given an example of a book part, and a question about the example, the student will choose the correct responses from four options. (R)	The selection shown is an example of a book part. It is called: A. a title page B. a table of contents C. an index D. a preface	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
3.2.1 Understanding the parts of a book	3.2.1.3 Given an example of an index or glossary, and a question about the example, the student will choose the correct response from four options. (R)	Look at the following index. On which page would you find information about Indian tribes? Mexican lands, 187 Mexican lands, 1783, 190 Mexican lands, 1853, 190 People, 2, 3 Population, 1810, 180 1850, 181 1860, 240 1920, 240 Indian Tribes, 198 Western states, 241 raw materials, 298 Science, 292 United Nations, 288 United States Steel Corp., 268, 303 Urban League, 215 A. page 3 B. page 292 C. page 1810 D. page 198	Reading Series

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: OBTAINING INFORMATION 3.0

SKILL AREA: LIBRARY 3.3

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
3.3.1 Understanding and using the library	3.3.1.1 Given an example of a library catalog card or picture of an encyclopedia set, the student will choose the correct response from four options that answers the question about the example. (R)	Using the encyclopedia set pictured below, decide in which volume <u>you</u> would find the answer to the question. A. 5 B. 6 C. 8 D. 12 SEE APPENDIX	Laidlaw (5) p. 286-289; (6) p. 124-128 Enjoying English (6) p. 89, 106-108, 121-127, 160, 321-323

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: STUDYING 4.0

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
4.1.3 Skimming	4.1.3.1 The student will skim written material for a specific purpose. (L)	Teacher observation.	Reading
4.1.4 Scanning	4.1.4.1 The student will scan to identify the purpose of written material. (L)	Teacher observation.	Reading

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
5.1.1 Responding to directions (auditory memory)	5.1.1.3 Given a multi-step set of oral directions by the teacher, the student will correctly follow these directions. (R)	Listen carefully and follow these directions. Draw a large circle. Inside the circle draw a square, and inside the square draw a triangle.	
5.1.2 Understanding and responding to oral presentations	5.1.2.3 Given a short selection read aloud by the teacher, the student will choose the main idea from four options. (R)	Listen carefully to the selection that I read and think about the main idea. (Teacher reads selection aloud.) The Komodo Dragon is actually a lizard. It can grow to be 10 feet long and is the largest lizard living today. Komodo is called a dragon because it looks like one-- long sharp teeth and scaly skin. Now choose the main idea for the selection. A. how long dragons grow B. another name for lizards C. what Komodos look like	
	5.1.2.4 Given a short narrative read aloud by the teacher, the student will identify the sequence of events. (R)	Listen carefully to the selection that I read and remember the order in which things happened. (Teacher reads selection aloud.) She went rushing to the kitchen and chose a ham from one of the boxes. Then she ran to the garage. She threw the ham inside and then hurried back to the apartment. Quickly she opened some fresh meat. She cut one pound into chunks, then another. Then, one by one, she threw the chunks of meat onto the driveway. Now choose the correct order in which things happened.	

(see next page)

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	5.1.2.4 (continued)	A. 1. She chose a ham from one of the boxes. 2. She ran to the garage. 3. She opened some fresh meat. B. 1. She ran to the garage. 2. She chose a ham from one of the boxes. 3. She opened some fresh meat. C. 1. She opened some fresh meat. 2. She ran to the garage. 3. She chose a ham from one of the boxes.	
5.1.3 Understanding and responding to fact vs opinion	5.1.3.2 After listening to a brief paragraph read by the teacher, the student will decide if the paragraph is fact or opinion. (R)	This is a listening exercise to test your ability to distinguish between fact and opinion. The paragraph will be read only once. Listen carefully and decide if the paragraph is <u>fact</u> or <u>opinion</u>. Some sharks will eat almost anything. Some will even eat you! So it is best to stay away from them. Over the years, people have found some very interesting things in the stomachs of sharks. They have found birds, turtles, fish, and even horseflesh. In one shark they found the arm of a person. A. fact B. opinion	
5.1.4 Understanding listening techniques	5.1.4.2 The student will use good listening techniques in group discussions. (L)	Teacher observation.	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.2.1 Understanding and using basic punctuation	*6.2.1.2 Given four sentences, the student will choose the sentence that uses commas in a series correctly. (L)	Read the sentences. Choose the sentence that uses commas in a series correctly. A. Alice, Mary and, Ruth will go. B. Alice, Mary, and Ruth will go. C. Alice Mary, and, Ruth will go. D. Alice, Mary, and Ruth, will go.	Hick's Individualized Program Keys (5) p. 29, 47, 84, 98; (6) p. 15, 25, 50 Laidlaw (5) p. 316-318, 320-321, 348-349; (6) p. 220-225, 349 Enjoying English (6) p. 198-199
	*6.2.1.3 Given four examples, the student will choose the example that uses commas correctly. (L)	Choose the example that uses commas correctly. A. Chicago, Illinois B. Dear, Larry C. March, 5 1982 D. 256, Tarry Street, San, Marcos California	Hick's Individualized Program Keys (5) p. 29, 47, 84, 98; (6) p. 15, 25, 50 Laidlaw (5) p. 319-321, 348-349; (6) p. 62-64, 68-69, 220-225, 349, 354-355 Enjoying English (6) p. 199, 201, 298
	6.2.1.5 Given four sentences containing quotation marks, the student will identify the sentence in which the commas are correctly placed. (L)	Choose the sentence that uses the comma correctly. A. "It's time to go" said the teacher. B. The girl said "I'm ready to go." C. "Let's go home", said my brother. D. "I really don't want to," said Joe.	Hick's Individualized Program Keys (5) p. 28, 40, 76; (6) 35 Laidlaw (5) p. 120-125, 349-50; (6) p. 188-193, 348 Enjoying English (6) p. 116, 128-129, 138-139, 202-206
	*6.2.1.6 Given four sentences containing contractions, the student will select the sentence that has the apostrophe in the correct place. (L)	Choose the sentence in which the contraction has the apostrophe in the <u>correct</u> place. A. I can't sleep. B. He didn't go. C. They are'nt coming. D. He wo'nt go.	Keys (5) p. 31, 76; (6) p.45 Laidlaw (5) p. 252-253, 350; (6) p. 254-255, 258-259, 347 Enjoying English (6) p. 171-175, 299

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	6.2.1.7 Given four quotations, the student will select the sentence that uses quotation marks correctly. (L)	Choose the sentence that uses quotation marks correctly. A. "Don't be late," warned Mother. B. "She is my friend, said Mary. C. I want to go to sleep," said Tom. D. This is my pencil, "said Joe."	Hick's Individualized Program Keys (5) p. 28, 40, 76; (6) p. 35 Laidlaw (5) p. 120-125, 349-350; (6) 188-193, 348 Enjoying English (6) p. 116, 128-129, 138-139, 202-206
	6.2.1.8 Given a sentence and four choices, the student will select the correct possessive form. (L)	Choose the word that shows correct <u>possessive</u> form. This is _____ book. A. Tom's B. Toms C. Toms' D. Tom'	Keys (5) p. 12, 76; (6) p. 80 Laidlaw (5) p. 250-255, 350; (6) p. 256-259, 347 Enjoying English (6) p. 180-184, 217, 299
6.2.2 Understanding and using capitalization	*6.2.2.3 Given four sentences containing proper nouns, the student will identify the sentence containing <u>correct</u> capitalization. (L)	Choose the sentence that has <u>correct</u> capitalization. A. George Washington's birthday is on february 22. B. George Washington's birthday is on February 22. C. George washington's birthday is on February 22. D. george Washington's birthday is on february 22.	Hick's Individualized Program Keys (5) p. 6, 30, 47; 84, 98, 113; (6) p. 14, 26, 50, 122 Laidlaw (5) p. 48, 49, 54-55, 58-59, 347; (6) p. 50-51, 286-291, 346 Enjoying English (6), p. 43, 188-189, 296-297, 300-301

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.3.1 Understanding the structure	6.3.1.1 (Combined with 6.3.2.1) Given a specific prompt the student will generate a written response to that prompt, indenting and using proper margins (L)	See 6.3.2.1 for example.	
	6.3.1.2 Given a paragraph, the student will select the topic sentence from four options. (L)	Read the following paragraph. Which sentence is the <u>topic sentence</u> ? (1) Some scientists have never been to the Moon or Mars. (2) But they know how far away the planets are. (3) They have figured it out with numbers. (4) These scientists are called astronomers. A. (1) B. (2) C. (3) D. (4)	Keys (5) p. 37 Reading Series
6.3.2 Writing various types of paragraphs	6.3.2.1 Given a specific prompt, the student will generate a written narrative paragraph in response to that prompt. (L)	Carefully read the statement below. Write a paragraph telling a story about the statement. Be sure to have enough events in your paragraph to make the story interesting. Make sure you have a beginning, a middle, and an end. Your paragraph should be from six to 10 sentences in length. Remember to indent and use proper margins as well as correct spelling, capitalization, and writing skills. Use your best handwriting. You suddenly find yourself principal of your school for a day. What changes would you make? What will you do? How will you run the school? Write a paragraph telling what you would do as principal for a day. Start with the events that take place in the morning and take us through your day from beginning to end.	Keys (5) p. 109; (6) 76 Laidlaw (5)p. 128-138, 162-163, 262-264, 326-330; (6) p. 196-201, 324-328 Enjoying English (6) p. 132, 67-74, 88-89, 95-96

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.5.1 Writing directions	6.5.1.1 Given a specific prompt asking for directions to complete a task, the student will write step-by-step directions to the prompt (L)	Oftentimes it is necessary to give step-by-step directions to someone who doesn't know how to do something or find his way to a specific place. Read the statement below and write the set of directions that is asked for. Be sure your steps are in proper order. Use correct spelling, capitalization, punctuation, and writing skills as well as your best handwriting. You are leaving your little brother home alone while you have lunch with a friend. Explain to your little brother how he would go about cooking a can of soup for his lunch.	
6.5.3 Writing correspondence	6.5.3.2 Given a specific prompt the student will write a friendly letter of praise and congratulations, or sympathy conforming to that prompt. (L)	Everyone does things in their lives that deserve praise or congratulations. And almost everyone likes to receive a letter from a friend offering congratulations for a job well done. Write a friendly letter of praise or congratulations from the information below. Remember to use correct friendly letter form as well as correct spelling, writing skills, and your best handwriting. Your grandfather has just won a brand new car in a raffle drawing.	Keys (5) p. 78-79; (6) p. 90 Laidlaw (5) p. 230-232, 265-267, 354-355; (6) p. 62-64, 132-133 Enjoying English (6) p. 201, 207, 297, 303-304

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 5

STRAND: WRITTEN EXPRESSION 6.0

REVISED SUMMER 1983

SKILL AREA: EXPRESSIVE WRITING 6.6

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
6.6.1 Understanding the characteristics of expressive writing	6.6.1.2 Given a specific prompt, the student will write a short narrative to the prompt. (L)	Read the statement below and write a story about it. Remember a story has a beginning, a middle, and an end. Use your best spelling, capitalization, punctuation, and writing skills. Also use your best writing. It is the first day of school and you are new to the school. Write a story about your first day in your new school.	Keys (5) p. 109; (6) p. 76; Laidlaw (5) p. 128-138; 162-163; 262-264; 326-330; (6) p. 196-201; 324-328

SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: SPEAKING 7.0

SKILL AREA: MECHANICS OF SPEAKING 7.1

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech. (L)	Teacher observation.	Enjoying English (6) p. 35-49, 104-105, 160

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 5

STRAND: SPEAKING 7.0

SKILL AREA: VERBAL COMMUNICATIONS 7.2

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
7.2.1 Reading orally	7.2.1.1 The student will interpret marks of punctuation adequately. (L)	Teacher observation.	Laidlaw (5) p. 110-111, 124-125; (6) p. 108-109, 110-111, 120-121 Enjoying English (6) p. 61-62, 74, 133-134, 195-196
	7.2.1.2 The student will group words into meaningful phrases. (L)	Teacher observation.	Laidlaw (5) p. 110-111; (6) p. 108-109, 110-111, 120-121 Enjoying English (6) p. 35-49, 104-105, 160
	7.2.1.3 The student will modulate voice appropriately. (L)	Teacher observation.	Laidlaw (5) p. 108-109, 124; (6) p. 110-111, 120-121 Enjoying English (6) p. 61-62, 74, 133-134, 195-196
	7.2.1.4 The student will interpret mood. (L)	Teacher observation.	Laidlaw (5) p. 76-79, 88-89; (6) p. 77-79, 90-91, 110-111, 120-121 Enjoying English (6) p. 61-62, 74, 133-134, 195-196
	7.2.1.5 The student will effectively read aloud a short selection. (L)	Teacher observation.	
7.2.2 Speaking for a variety of audiences and purposes	7.2.2.1 The student will narrate a sequence of events. (L)	Teacher observation.	Reading Series
	7.2.2.2 The student will give verbal directions. (L)	Teacher observation.	
	7.2.2.3 The student will present and exchange ideas in a discussion. (L)	Teacher observation.	Enjoying English (6) p. 36-42, 68, 79, 84, 103, 105-117, 123-125, 142-143, 151, 169, 199, 209, 230

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 5

STRAND: LITERATURE 8.0

REVISED SUMMER 1983

SKILL AREA: BIOGRAPHY/AUTOBIOGRAPHY 8.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.1.1 Understanding the characteristics	8.1.1.1 Given a selection, the student will identify it as fiction or non-fiction. (R)	Read the selection. Is the selection fiction or non-fiction? The children in Jose's class discovered that trees will keep soil from washing away, so they decided to have Tree Planting Week. Merchants gave them shade trees and ever-green trees to plant. A. fiction B. non-fiction	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.3.1 Understanding the characteristics	8.3.1.1 Given a reading selection, the student will identify the setting. (Character identification will be done by teacher observation.) (R)	Read the following selection. What is the setting? When David awoke, he breathed deeply, enjoying the sweet scent of pine and wood smoke. He stretched and yawned. Outside, the birds in the pine trees sang. From the window above his bed, David could see the river, the hills beyond and the little town far below. A. the country B. the city C. the desert D. the park	
8.3.2 Interpreting	8.3.2.2 Given a reading selection, the student will correctly answer questions about the sequence of events, choosing from four options. (R)	Choose the correct sequence of events for the following selection. (See Appendix) A. Some insects are like people; Ants are ruled by a queen; Some ants fight battles. B. Ants are ruled by a queen; Some ants fight battles; Some insects are like people. C. Some ants fight battles; Ants are ruled by a queen; Some insects are like people.	Reading Series
	8.3.2.3 Given a reading selection, the student will identify the main idea from four options. (R)	Read the paragraph carefully. What is the main idea? Have you ever noticed that some people look like their dogs? In the park I saw a short, fat man with a small, wrinkled nose. He was walking his bulldog. There was a woman with very curly hair who had her poosle on a leash. Another woman had light brown hair that turned under. She was holding a cocker spaniel puppy. But the very best was a tall basketball player type who was with his sleek greyhound. These people looked like the dogs they had. A. Some people look like their dogs. B. Some dogs look funny. C. Some people look funny. D. People should pick dogs that look like them.	Reading Series

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.5.1 Recognizing poetry	8.5.1.1 (Combined with 8.5.1.2.) Given a selection, the student will be asked to identify it as poetry or prose. (R)	Read the selection. Is the selection poetry? The feel of sawdust in my hands Was like bare toes on sandy lands. But best of all I liked the clown Who rode his horse while upside down. I'd always run to watch the fun As the tents went up in the morning sun. A. Yes B. No	Laidlaw (5) p. 60-51, 70-71, 102-103, 139-140, 156-157, 166-167, 199-200, 224, 233-234, 268, 299-300, 331-333; (6) p. 36-39, 70-71, 92, 103, 138, 171, 204-205, 270, 292, 304 Enjoying English (6) p. 34, 66, 78-79, 82, 97, 120, 136-137, 140, 145-150, 163
	8.5.1.2 (Combined with 8.5.1.1.) Given a selection, the student will be asked to identify it as poetry or prose using recognition of elements of poetry. (R)	Read the selection. Is the selection poetry? The feel of sawdust in my hands Was like bare toes on sandy lands. But best of all I liked the clown Who rode his horse while upside down. I'd always run to watch the fun As the tents went up in the morning sun. A. Yes B. No	Same as 8.5.1.1
	8.5.1.3 Combined with 8.5.1.4. Given a selection of poetry, the student will identify the selection as narrative or lyrical. (R)	Read the poems below. Which poem describes feelings about something? SEE APPENDIX	
	8.5.1.4 Combined with 8.5.1.3, given a selection of poetry the student will identify the selection as narrative or lyrical. (R)	Read the poems below. Which poem described feelings about something? SEE APPENDIX	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.5.2 Recognizing rhythmic qualities of poetry	8.5.2.2 Given four phrases, the student will identify the phrase that is the example of alliteration. (R)	The repeated use of sounds at the beginning of words is called alliteration. Example: bees buzzing busily. Choose the example of alliteration. A. she sells seashells B. it's time to go C. down by the sea D. swimming in the ocean	Reading Series
	8.5.2.3 Given four phrases, the student will recognize the example of onomatopoeia. (R)	Words that help the reader see, hear, smell, taste, or tell what is being read about are examples of onomatopoeia. Example: snakes hissing. Choose the example of onomatopoeia. A. city traffic B. screeching tires C. walk back D. birds overhead	Laidlaw (6) p. 170-171 Enjoying English (6) p. 142-143, 149
	8.5.2.4 Given a poetry selection the student will identify examples of repetition choosing from a list of four choices. (R)	In order to emphasize an idea or point a poet will often repeat specific words. This is called repetition. Read the selection below. Choose the example of repetition. 1. Once I went walking, Walking so far, When I met a man Who played a guitar. He played a guitar, He played a guitar, I met a man Who played a guitar 2. He sang me a song Of when he was young, The funniest song I've ever heard sung. Ever heard sung, Ever heard sung, The funniest song I've ever heard sung. (see next page)	Reading Series Laidlaw (6) p. 38-39, 102-103, 204-205, 304-332

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	8.5.2.4 continued	A. Once I went walking, Walking so far, B. He played a guitar, He played a guitar, C. He sang me a song Of when he was young, D. The funniest song I've ever heard sung.	
8.5.3 Recognizing the imaginative qualities of poetic language	8.5.3.1 Given a selection, the student will recognize the use of <u>personification</u> in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or exaggeration. The lilies nodded their heads at me. A. metaphor-comparing two different things; one thing is said to be something else. ex. "Her yell was a lion's roar." B. simile-comparing two things using the words <u>like</u>, <u>as</u>, or <u>than</u>. ex. "The balloon is <u>as</u> big <u>as</u> the sun." C. exaggeration-to overstate something to make a point. ex. "Joe can kick a football a mile!" D. personification-a non-human thing or idea is given human qualities. ex. "The <u>waves</u> <u>crawled</u> up on the beach."	Laidlaw (5) p. 139-141 Reading Series
	8.5.3.2 Given a selection, the student will recognize the use of <u>simile</u> in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or exaggeration. The river was like a ribbon of silver. See 8.5.3.1 for selection options.	Laidlaw (6) p. 100-101 Enjoying English (6) p. 147-149 Reading Series
	8.5.3.3 Given a selection, the student will recognize the use of <u>metaphor</u> in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or exaggeration. The moon was a big yellow spotlight in the eastern sky. See 8.5.3.1 for selection options.	Laidlaw (6) p. 100-101 Reading Series
	8.5.3.4 Given a selection, the student will recognize the use of <u>exaggeration</u> language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or exaggeration. The man gained a thousand pounds in the ice cream store. See 8.5.3.1 for selection options	Laidlaw (6) p. 238-239 Reading Series

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.5.4 Interpreting poetry	8.5.4.1 Given a selection of poetry, the student will identify its mood choosing from a list of four choices. (R)	Read the poetry selection below and choose its mood. Shivers Oh, why didn't I start home earlier? Now it is dark and spooky, and the old house is in front of me. A hinge breaks, a shutter falls. Why did that have to happen now? A little drip, and another, Then another, coming from some gutter. A leaf falls right in front of me, An owl hoots. I look back, then I hear a meow. I turn and run! Don't look back! The warmth and glow of home Makes me feel warm inside. A. courageous B. afraid C. happy D. excited	Reading Series Laidlaw (5) p. 60-61, 70-71, 102-103, 139-140, 156-157, 166-167, 199-200, 224, 233- 234, 268, 299-300, 331-333 (6) p. 36-39, 70-71, 92-103, 138, 171, 204-205, 270, 292, 304 Enjoying English (6) p. 34, 66, 78-79, 82, 97, 120, 136- 137, 140, 145-150, 163

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
8.7.1 Understanding basic interpretive elements	8.7.1.5 Given a reading selection, the student will draw a conclusion based on the information contained in the selection choosing from four options. (R)	Read the story and complete the sentence. Did you ever hear of a flyway? A flyway is a path through the air that birds take when they travel each year to and from their winter homes. Millions and millions of birds use some of the flyways each year. Flyways are used _____. A. at certain times B. by flies C. by very few birds D. on Fridays	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
9.1.1 Understanding the characteristics and definitions of nouns, verbs, adjectives, and adverbs	9.1.1.1 The student will be given a verb characteristic and asked to choose which part of speech the characteristic relates to from four options. (L)	Choose the part of speech to complete the statement. A word that tells what the subject does or is is called _____. A. a noun B. a verb C. an adjective D. an adverb	Keys (5) p. 10-11; (6) p. 11-12, 47, 112, 117 Laidlaw (5) p. 18, 22-27; (6) p. 48-51, 58-59 Enjoying English (6) p. 178, 220-221
	9.1.1.2 The student will be given an adjective characteristic and asked to choose which part of speech the characteristic relates to from four options. (L)	Choose the part of speech to complete the statement. A word that describes a noun is called _____. A. a noun B. a verb C. an adjective D. an adverb	Keys (5) p. 22-23; (6) p. 36, 38, 118 Laidlaw (5) p. 80-89; (6) p. 82-87 Enjoying English (6) p. 236-237, 244
	9.1.1.3 The student will be given an adverb characteristic and asked to choose which part of speech the characteristic relates to from four options. (L)	Choose the part of speech to complete the statement. A word that describes a verb is called _____. A. a noun B. a verb C. an adjective D. an adverb	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	9.1.1.4 The student will be given a noun characteristic and asked to choose which part of speech the characteristic relates to from four options. (L)	Choose the part of speech to complete the statement. A word that can have a determiner is called _____ A. a noun B. a verb C. an adjective D. an adverb	
9.1.2 Identifying nouns, verbs, adjectives, and adverbs	9.1.2.1 The student will be given a sentence with an underlined noun and will be asked to identify the correct part of speech of the underlined word from four options. (L)	Read the sentence below. Choose the part of speech of the underlined word. The <u>boy</u> ran down the street quickly. A. adjective B. noun C. verb D. adverb	Keys (5) p. 10; (6) p. 11, 47, 112 Laidlaw (5) p. 27 Enjoying English (6) p. 223, 244-245
	9.1.2.2 The student will be given a sentence with an underlined verb and will be asked to identify the correct part of speech of the underlined word from four options. (L)	Read the sentence below. Choose the part of speech of the underlined word. The boy <u>ran</u> down the street quickly. A. adjective B. noun C. verb D. adverb	Keys (5) p. 22; (6) p. 36, 48, Laidlaw (5) p. 80-89, (6) p. 82-87 Enjoying English (6) p. 236, 245, 268
	9.1.2.3 The student will be given a sentence with an underlined adjective and will be asked to identify the correct part of speech of the underlined word from four options. (L)	Read the sentence below. Choose the part of speech of the underlined word. The <u>tall</u> boy ran down the street. A. adjective B. noun C. verb D. adverb	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 5

STRAND: LINGUISTIC COMPONENTS 9.1

SKILL AREA: FOUR MAJOR WORD CLASSES 9.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	9.1.2.4 The student will be given a sentence with an underlined adverb and will be asked to identify the correct part of speech of the underlined word from four options. (L)	Read the sentence below. Choose the part of speech of the underlined word. The boy ran down the street <u>quickly</u>. A. adjective B. noun C. verb D. adverb	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
9.5.1 Understanding the two basic parts of a sentence	9.5.1.1 Given a sentence, the student will identify the complete subject from 4 choices. (L)	Choose the <u>complete subject</u> in the following sentence. The boy with the curly red hair is Clyde's brother. A. The boy with the curly red hair B. The boy C. boy with the red hair D. the curly red hair	Keys (6) p. 5, 116 Laidlaw (5) p. 20, 50-53; (6) p. 20-23, 26-27 Enjoying English (6) p. 242-244, 249, 261-267
	9.5.1.2 Given a sentence, the student will identify the complete predicate from 4 options. (L)	Choose the <u>complete predicate</u> in the following sentence. The boy with the curly red hair is Clyde's brother. A. The boy with the curly red hair B. is Clyde's brother C. boy with the red hair D. the boy is Clyde's brother	Keys (6) p. 6 Laidlaw (5) p. 20-21, 26, 27; (6) p. 20-21, 24-27 Enjoying English (6) p. 263-267
	9.5.1.3 Given a sentence, the student will identify the simple subject from four options. (L)	Choose the <u>simple subject</u> in the following sentence. The boy with the curly red hair is Clyde's brother. A. The boy with the curly red hair B. The boy C. boy D. boy with the red hair	Keys (6) p. 9, 40, 116 Enjoying English (6) p. 242, 261, 270
	9.5.1.4 Given a sentence, the student will identify the simple predicate from four options. (L)	Choose the <u>simple predicate</u> of the following sentence. The boy with the curly red hair is Clyde's brother. A. Clyde's brother B. The boy C. is Clyde's brother D. is	Keys (6) p. 10, 41, 116 Enjoying English (6) p. 262-263

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 5

STRAND: LINGUISTIC COMPONENTS 9.0

SKILL AREA: BASIC SENTENCE STRUCTURES 9.5

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
9.5.2 Differentiating between a complete sentence and a fragment or a run-on	9.5.2.1 Given four word groups, the student will identify one as a complete sentence or a fragment. (L)	Choose the sentence <u>fragment</u> . A. Arrived on time today. B. The ship arrived in San Francisco. C. Barking loudly, the dog chased the postman. D. Tomorrow I'll go to the store.	
	9.5.2.2 Given four word groups, the student will identify the correctly written sentence or the run-on sentence. (L)	Choose the correctly written sentence. A <u>complete</u> sentence has a subject and a verb and expresses one complete thought. A <u>run-on</u> sentence runs two or more thoughts together without proper punctuation and capital letters. A. Sid's hamster is lost it ran away. B. The hamster that is lost belongs to Sid. C. Sid's hamster ran away it is lost. D. The hamster is lost it belongs to Sid.	Keys (5) p. 97; (6) p. 102 Laidlaw (6) p. 345 Enjoying English (6) p. 57-60, 63-65, 80-81, 90, 135, 192

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
9.6.1 Making the subject and verb agree	9.6.1.1 Given four sentences, the student will identify the sentence in which the noun subject and verb agree. (L)	Choose the sentence in which the subject and the verb agree. A. Geese flies overhead. B. Cowx grazes in the field. C. The wolf howled at the moon. D. The dog bark in the night.	Keys (5) p. 23, 45, 46, 122-123; (6) p. 39, 40, 41, 42, 43, 44 Laidlaw (5) p. 80-89; (6) p. 24-27 Enjoying English (6) p. 16-17, 23, 242-244
	9.6.1.2 Given a group of four sentences, the student will identify the sentence in which the <u>compound noun subject</u> agrees with the verb. (L)	Choose the sentence in which the subject and verb agree. A. Cake and candy is sweet. B. Monday and Tuesday were gloomy. C. My toes and fingers is cold. D. China and India is in Asia.	Keys (5) p. 45, 46, 122-123; (6) p. 103 Laidlaw (5) p. 118-119, 124-125; (6) p. 24-27 Enjoying English (6) p. 116-117, 23, 242-244
9.6.3 Forming plurals	9.6.3.1 Given a noun, the student will choose whether the plural form is -s or -es. (L)	Choose the correct plural form. watch A. -s B. -es	Keys (5) p. 11, 76; (6) p. 12, 86 Laidlaw (5) p. 22-23, 26-27, (6) p. 48-59 Enjoying English (6) p. 11-17, 178-180, 182-187, 217, 242
	*9.6.3.2 Given a singular noun, the student will identify its plural form from a list of four choices. (L)	Choose the correct <u>plural</u> form of the noun below. goose A. geoses B. geeses C. geese D. gosling	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES
	*9.6.3.3 Given a singular noun, the student will identify its plural form from a list of four choices. (L)	Choose the correct <u>plural</u> form of the noun below. buffalo A. buffalos B. buffalo's C. buffalo D. buffaloes	

HOMONYMS LIST --GRADE FIVE

2.4.4.3

weak -- week

not -- knot

hole -- whole

herd -- heard

fare -- fair

its -- it's

some -- sum

beech -- beach

ate -- eight

meet -- meat

2.2.4.2. Minimums

GRADE 5

SYNONYMS

fold - crease

awkward - clumsy

chuckle - laugh

castle - palace

delicious - tasty

foolishness - nonsense

rich - wealthy

thin - skinny

bashful - shy

correct - right

sleepy - drowsy

automobile - car

avenue - street

active - lively

sick - ill

story - tale

difficult - hard

huge - enormous

5-35

SPELLING - MINIMUMS (2.1.2.1)

GRADE FIVE

A	address against amount art awful	G	gift grandfather grandmother group guess	P	pack penny picture plain prepare problem program purple	tomorrow tore track travel trip trouble twice
B	beautiful birthday blanket bloom born	H	handle heart hundred	Q	queen question quiet	U unless
C	certainly chance circle clear complete couple crop cute	I	interest island	R	reason return rough	V village voice
D	dangerous decide desk different dollar drove dust	J	join	S	sail season sentence several shail shoe sign since soft sorry speak spend stage star storm strange strong study suppose swim	W waste welcome wire wise wonderful wrap wrong wrote
E	early earth enough evening	K	king kept			X
F	favorite file finish flood forest fork fruit	L	lamp lawn lazy listen loose			Y yesterday
		M	main map mark mind mistake mountain music			Z
		N	nose notice	T	team test thirty though threw throw throat through together	
		O	orange			

5-36

Minimums

GRADE 5

ANTONYMS 2.2.4.1

hollow - solid

scream - yell

help - harm

like - dislike

moist - dry

unable - able

below - above

enemy - friend

smooth - rough

brave - scared

hot - warm

rise - fall

alive - dead

funny - serious

north - south

east - west

gentle - cruel

foolish - wise

VOCABULARY LIST
GRADE 5

MINIMUMS

2.2.2.1

2.2.2.2

A

alarm
ancient
anxious
appetite
argue
arrange

B

baggage
batter
bellow
bent
bound
burro

C

calmly
camera
ceremony
claw
clumsy
cobra
common
complain
concert
continue
create
creature
crop
cure
curious

D

delicious
demand
den
desert
design
diner
disappoint
disaster
disgrace
dozen
dreary

E

encyclopedia
enemy
enter
entrance
exactly
excuse
expect
expert
explore

F

fantasy
flight
fold
fuss

G

gaze
glitter
glisten
grateful
greedy
grimly
grip
grumble
grumpy

H

harvest
honor

I

ignore
imagine
immediately
improve
interrupt

J

K

knelt

L

lantern
legend
liquid

M

manage
mayor
mesa
mistake
moment
mood
moose
motion
muscle

N

narrow
neighborhood
nervous

O

object
ornaments

P

parrot
perfect
perform
pity
plump
purpose

Q

R

reason
refuse
reins
relief
remind
reporter
respect

reward
reusable
rhythm

S

scatter
scent
separate
shed
shelter
splendid
spray
startle
subway
success
suggest
swift

T

task
thorny
tower
trample
tremble
tremendous

U

unbolt
unpleasant

W

warrior
weave
wool

X

Y

Z

5-38

2.2.3.1 Grade FivePrefix and Root Word List

<u>PREFIX</u>	<u>DEFINITION</u>	<u>EXAMPLE</u>
anti	against	anti-social, anti-war
auto	self	automobile, automatic
circum	around	circumference
dis	not, opposite of	disliking, disappear
mono	one	monoplane, monotone
multi	many	multicolored, multilevel
non	non	nonviolent, nonsense
post	after	postwar, post-test
pro	forward, in place of, in favor of	pro-American, pronoun
super	over, extra	superman, superstar

5-39

<u>ROOTS</u>	<u>DEFINITION</u>	<u>EXAMPLE</u>
homo	same	homonym, homogeneous
hydr	water	hydroplane, hydrant
micro	small	microscope, microlense
phon	sound	telephone, phonics
tele	far	television, telegraph

KNACK (nak), special skill; power to do something easily:
 That clown has the knack of making very funny faces. n. syn. ability
KNAP SACK (nap'sak), a canvas or leather bag with two shoulder straps,
 used for carrying clothes, equipment, etc., on the back;
 syn. rucksack
KNAVE (nāv), 1 a tricky, dishonest person; syn. rogue. 2 the jack,
 a playing card with a picture of a servant or soldier on it.
 syn. villain ant. hero
KNAVISH (nā vish), tricky; dishonest. syn. rakish ant. honorable
KNEAD (nēd), 1 press or mix together (dough or clay) into a soft mass:
 A baker kneads dough. 2 make or shape by kneading. V.
KNEE (nē), the joint between the thigh and the lower leg.
KNEE CAP (nē'kap), the flat, movable bone at the front of the knee;
 patella. N.
KNEEL (nēl), 1 go down on one's knee or knees: She knelt down to pull
 a weed from the flower bed. ant. arise
KNELL (nel), 1 sound of a bell rung slowly after a death or at a
 funeral. 2 ring slowly syn. toll
knelt (nelt), a past tense and a past participle of kneel.
 She knelt and prayed. V. ant. arose
KNEW (nū), past tense of know.
 She knew the right answer. V.
KNICKERS (nik'erz), short, loose-fitting trousers gathered in at,
 or just below, the knee. N.PL. syn. knickerbockers
KNICK KNACK (nik'nak), a pleasing trifle; ornament; trinket. N.
 Also, nicknack. syn. bric-a-brac

*note: Entry words and "syn." or "ant." should be in bold type on test.

sla-lom [slä'ləm] *n.* A race on skis over a zigzag course marked with flags: In the *sla-lom* the skier raced down a zigzag course laid out between posts and marked with flags.

smoth-er [smuth'ər] *v.* 1. To prevent or be prevented from getting air to breathe. 2. To hide: Afraid of crying, the children tried to *smother* their feelings.

snor-kel [snör'kəl] *n.* A tube attached to a skin diver's mask that makes it possible to breathe underwater: The girl swam underwater, breathing through her *snorkel*.

soc-cer [sok'ər] *n.* A form of football in which the ball is moved by kicking or striking it with the body or head: *Soccer* is a popular game in Argentina.

sol-enn [sol'əm] *adj.* Majestic, impressive, and awe-inspiring: The ceremony at which the memorial was dedicated was a *solemn* occasion.—*sol'enn-ly* *adv.*

Stimulus 3.1.2.5:

merchant [mûr'chənt]. 1. *n.* A person who buys and sells things for profit. 2. *adj.* Of, having to do with, or used in trade; commercial.

national [nash'ən-əl]. 1. *adj.* Of, belonging to, or having to do with a nation as a whole. 2. *n.* A citizen of a nation.

connective [kə-nek'tiv]. 1. *adj.* Serving to connect. 2. *n.* A thing or word that connects, as a conjunction.

domestic [də-mes'tik]. 1. *adj.* Of or having to do with the home or family. 2. *n.* A household servant.

adolescent [ad'ə-les'ənt]. 1. *adj.* Growing up from a child to an adult. 2. *n.* A person between the ages of twelve or thirteen and twenty-one.

rustic [rus'tik]. 1. *adj.* Of or having to do with the country; rural. 2. *n.* A country person, of simple manners or character.

service [sûr'vis]. 1. *n.* Any work done or action performed for the benefit of another; assistance. 2. *adj.* Of, for, or having to do with service, servants, etc.

moral [môr'əl]. 1. *adj.* Good or virtuous in behavior or character. 2. *n.* The lesson contained in a fable, story, etc.

STIMULUS: 3.1.2.7

/ā/	cake	/h/	home
/a/	hat	/(h)w/	white
/ā/	father	/i/	pie
/är/	car	/i/	pig
/är/	care	/ir/	dear
/b/	boy	/j/	jump
/ch/	church	/k/	kite
/d/	duck	/ks/	box
/ē/	bean	/kw/	quit
/e/	pet	/l/	look
/f/	fun	/m/	man
/g/	go	/n/	not
/gz/	exact	/ng/	sing

/ō/	rope	/th/	thin
/o/	top	/th/	this
/ô/	saw	/u/	nut
/oi/	oil	/ûr/	fur
/oo/	moon	/v/	vine
/oo/	book	/w/	will
/ôr/	fork	/y/	yes
/ow/	out	/yoo/	use
/p/	pet	/z/	zoo
/r/	run	/zh/	azure
/s/	see	/ə/	above
/sh/	ship		circus
/t/	top	/ər/	butter

Stimulus 3.3.1.1:

How is steel made?

A	B-C	D-E	F	G-H	I-J	K-L	M	N	O-P	Q-R	S	T-U-V	W-X Y-Z
♂	♂	♂	♂	♂	♂	♂	♂	♂	♂	♂	♂	♂	♂
1	2	3	4	5	6	7	8	9	10	11	12	13	14

Stimulus: 8.3.2.2

Ants are very much like people. They live together in crowded cities and work together, too.

Ants share the work to be done. Some worker ants get food and feed it to the young ants. When the young ants eat the food they give out a juice that people can eat.

Ants are ruled by a queen. She is the strongest in the colony.

Some ants form armies and fight battles with other colonies. But not all ants are fighters. Some live in peace with their neighbors.

STIMULUS:

8.5.1.3

8.5.1.4

A)

The sea was calm
as a breath of
cool air was
moving from
the sea

And the moon arose
revealing the long
line of the jungle
trees

As they stretch to the
mouth of the
open sea

The moon draws up
like a drawbridge
to let the
stars see

B)

Listen my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower, as a signal light -
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

SIXTH GRADE

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6-1

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
2.1.2 Memorizing basic word lists	*2.1.2.1 Given a list of four words with one word spelled incorrectly, the student will identify the misspelled word. (L)	Choose the <u>misspelled</u> word. A. cookey B. cookbook C. hostess D. honey	Lists will be provided for each grade level in the appendix of the teacher's guide.	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
2.2.2 Memorizing basic vocabulary	*2.2.2.1 Given a phrase with an underlined word, the student will identify its meaning choosing from a list of four words. (R)	Choose the correct meaning of the underlined word below. the <u>dangerous</u> curve A. unsafe B. slippery C. easy D. fault	Lists will be provided for each grade level in the appendix of the teacher's guide.	X
	*2.2.2.2 Given a sentence with a missing word, the student will choose the missing word from four choices. (R)	Choose the word that fits into the blank in the sentence below. The teacher found no errors in the _____ project presented by the student. A. farther B. faultless C. dry D. complain	Lists will be provided for each grade level in the appendix of the teacher's guide.	X
2.2.3 Analyzing word parts	2.2.3.1 Given the meaning of a root or affix, the student will select the correct response from four choices. The roots and affixes will be selected from a basic list provided for that grade level. (R)	Choose the word part that means <u>across</u> or <u>over</u> . A. trans B. graph C. inter D. bene	Lists will be provided for each grade level in the appendix of the teacher's guide.	X
2.2.4 Developing word meanings	*2.2.4.1 Given one word, the student will identify its antonym choosing from a list of four words. (R)	Choose the <u>antonym</u> for the word below. north A. south B. east C. west D. direction	Lists will be provided for each grade level in the appendix of the teacher's guide.	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	*2.2.4.2 Given one word, the student will identify its synonym from a list of four choices. (R)	Choose the <u>synonym</u> for the word below. world A. sea B. earth C. hill D. river	Lists will be provided for each grade level in the appendix of the teacher's guide.	
	2.2.4.3 Given a sentence, the student will select the homonym that correctly completes the sentence. (R)	Select the homonym that correctly completes the sentence. Mr. Smith is a _____ football player. A. great B. grate	Lists will be provided for each grade level in the appendix of the teacher's guide.	X
2.2.5 Learning the techniques of contextual analysis	2.2.5.1 Given a sentence with an underlined word, the student will select the correct meaning of the word from four choices. (R)	Choose the correct meaning of the underlined word in the sentence. Tim made a <u>strategic</u> , or carefully planned, move and won the chess game. A. planned B. chess C. game D. move	Reading Series	X
2.2.6 Using word analogies to develop vocabulary	2.2.6.1 Given a pair of words, the student will identify the relationship of the words and select the word that completes the analogy from a list of four choices. (R)	Select the word that completes the statement. <u>Poem</u> is to <u>Poet</u> as <u>Song</u> is to _____. A. Singer B. Applause C. Dancer D. Piano		

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCE	CAPS
3.1.1 Understanding parts of the dictionary	3.1.1.1 Given an excerpt from a dictionary page, and a sentence with a specific underlined word from that page, the student will identify the synonym or antonym of the underlined word from a list of four words. (R)	Using the sample dictionary page, select the word which is a <u>synonym</u> for the underlined word in the sentence below. Joe Namath has a <u>knack</u> for football. A. interest B. ability C. will D. courage SEE APPENDIX	Keys (5) p. 100-101; (6) p. 79 Enjoyion English (6) p. 208, 209, 214-215, 218	
	3.1.1.2 Given an excerpt from a glossary, the student will identify the part of speech of a specific entry word from a list of four parts of speech. (R)	Look at the sample glossary page below, according to the sample the word " <u>arbor</u> " is: A. a noun B. a verb C. an adjective D. an adverb SEE APPENDIX		
3.1.2 Using the dictionary	*3.1.2.3 Given four words alike to the second letter, the student will identify the first, second, or last word in an alphabetical list. (R)	Choose the word which would come <u>last</u> in an alphabetical list. A. task B. tawny C. tackle D. taut	Keys (5) p. 41, 89; (6) p. 28	
	3.1.2.5 Given a sample of dictionary page, the student will identify the appropriate meaning of an underlined word in a sentence choosing from a list of four definitions. (R)	Look at the sample dictionary page. Match the meaning of the underlined word in the following sentence with its definition. The passengers <u>disembarked</u> at the train station in New York. A. to get out of a train, bus, car, or plane B. to go or put ashore from a ship C. to mark as different D. to train to obedience SEE APPENDIX	Laidlaw (5) p. 184-185, 387; (6) p. 56-57, 380	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	*3.1.2.6 Given two guide words the student will select the word from a list of four, that would appear on that dictionary page. (R)	Select the word which would be found on a dictionary page between the guide words <u>false</u> and <u>fan</u>. A. face B. fate C. famine D. far	Keys (5) p. 42, 89; (6) p.29 Laidlaw (6) p. 182-183	
	3.1.2.7 Given a sample pronunciation guide, the student will interpret the respelling of a given word choosing from a list of four words. (R)	Use the sample pronunciation guide to choose the word from the list below that matches the following respelled word. bə-lij'ər-ənt A. believer B. belligerent C. baseball D. bilingual SEE APPENDIX	Laidlaw (5) p. 218-221, 390; (6) p. 116-119, 382-383 Enjoying English (6) p.209-211	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
3.3.1 Understanding and using the library	*3.3.1.1 Given an example of a library card or picture of an encyclopedia set, the student will choose the correct response from four options that answers the questions about the example. (R)	Using the encyclopedia set pictured below, decide in which volume you would find the answer to the question. What useful chemical products are made from tobacco? A. 4 B. 13 C. 3 D. 16 SEE APPENDIX	Laidlaw (5) p. 286-289; (6) p. 124-128 Enjoying English (6) p. 89, 106-108, 121-127, 160, 321-323	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
4.1.1 Notetaking	4.1.1.1 The student will take organized notes from both oral and written presentations. (L)	Teacher observation.	Enjoying English (6) p. 108-109 Laidlaw (5) p. 292-294, 296-298; (6) p. 129-131, 162-163	
4.1.2 Outlining	4.1.2.1 The student will outline written material. (L)	Teacher observation.	Keys (5) p. 110; (6) p. 32, 107 Laidlaw (6) p. 164-166 Enjoying English (6) p. 103-104, 110, 118-119, 312	X
4.1.3 Skimming	4.1.3.1 The student will skim written material for specific purpose. (L)	Teacher observation.	Reading	
4.1.4 Scanning	4.1.4.1 The student will scan to identify the purpose of written material. (L)	Teacher observation.	Reading	
4.1.5 Summarizing	4.1.5.1 The student will summarize various written material. (L)	Teacher observation.	Enjoying English (6) p. 310-311, 320 Laidlaw (6) p. 136-137	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
5.1.2 Understanding and responding to oral presentations	5.1.2.3 Given a short narrative read aloud by the teacher, the student will select the main idea from the options. (R)	This is a listening question to test your ability to listen for the main idea. The selection will be read once. Listen to the selection carefully and then determine the main idea. The Komodo Dragon is actually a lizard. It can grow to be 10 feet long and is the largest lizard living today. The Komodo is called a dragon because it looks like one-- long tail, sharp teeth, and scaly skin. Look at the responses and select the one that is the main idea. A. how long dragons grow B. another name for lizards C. what Komodos look like	Reading Series	
	5.1.2.4 Given a short narrative read aloud by the teacher, the student will select the correct sequence of events from four options. (R)	Listen carefully to the selection that I read and remember the order in which things happen. She went rushing to the kitchen and chose a ham from one of the boxes. Then she ran to the garage. She threw the ham inside and then hurried back to the apartment. Quickly she opened some fresh meat. She cut one pound into chunks, then another. Then, one by one, she threw the chunks of meat onto the driveway. Now choose the correct order in which things happened. A. 1. She chose a ham from one of the boxes. 2. She ran to the garage. 3. She opened some fresh meat. B. 1. She ran to the garage. 2. She chose a ham from one of the boxes. 3. She opened some fresh meat. C. 1. She opened some fresh meat. 2. She ran to the garage. 3. She chose a ham from one of the boxes. D. 1. She chose a ham from one of the boxes. 2. She opened some fresh meat. 3. She ran to the garage.	Reading Series	

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
5.1.3 Understanding and responding to fact vs. opinion	5.1.3.2 After listening to a brief paragraph read aloud by the teacher, the student will decide if the paragraph is fact or fiction. (R)	This is a listening exercise to test your ability to distinguish between fact and opinion. The paragraph will be read only once. Listen carefully and decide if the paragraph is <u>fact</u> or <u>opinion</u> . Some sharks will eat almost anything. Some will even eat you! So it is best to stay away from them. Over the years, people have found some very interesting things in the stomach of sharks. They have found birds, turtles, fish, and even horseflesh. In one shark they found the arm of a person. A. fact B. opinion	Reading Series	X
5.1.4 Understanding listening techniques	5.1.4.2 The student will use good listening techniques in group discussions. (L)	Teacher observation.		

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
6.2.1 Understanding and using basic punctuation	6.2.1.4 Given four sentences, the student will select the one that is a correctly punctuated compound sentence. (L)	Choose the compound sentence that has correct punctuation. A. The bell rang everyone stood up. B. Carter rarely studies but, he always passes the tests. C. The wind grew colder, so I closed the window. D. We must leave at once or we will be late.	Hick's individualized program Keys (5) p. 95, 113 Laidlaw (5) p. 244-245, 248-249, 254-255, 348-349; (6) p. 214-215, 218-219, 222-225, 349 Enjoying English (6) p. 198, 284, 286, 298	X
	6.2.1.5 Given four sentences containing quotation marks, the student will identify the sentence in which the commas are correctly placed. (L)	Choose the sentence that uses the comma correctly. A. "It's time to go" said the teacher. B. The girl said "I'm ready to go." C. "Let's go home", said my brother. D. "I really don't want to," said Joe.	Hick's individualized program Keys (5) p. 28, 40, 76; (6) 35 Laidlaw (5) p. 120-125, 349-350; (6) p. 188-193, 348 Enjoying English (6) p. 116, 128-129, 138-139, 202-206	X
	6.2.1.7 Given four quotations, the student will select the sentence that uses quotation marks correctly. (L)	Choose the sentence that uses quotation marks correctly. A. "Don't be late," warned Mother. B. "She is my friend, said Mary. C. I want to go to sleep," said Tom. D. This is my pencil, "said Joe."	Hick's individualized program Keys (5) p. 28, 40, 76; (6) 35 Laidlaw (5) p. 120-125, 349-350; (6) p. 188-193, 348 Enjoying English (6) p. 116, 128-129, 138-139, 202-206	X
	6.2.1.8 Given a sentence and four choices, the student will select the correct possessive form. (L)	Choose the word that shows correct possessive form. This is _____ book. A. Tom's B. Toms C. Toms' D. Tom'	Keys (5) p. 12, 76; (6) p. 80 Laidlaw (5) p. 250-255, 350; (6) p. 256-259, 347 Enjoying English (6) p. 180-184, 217, 299	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
6.3.1 Understanding the structure	6.3.1.1 (Combined with 6.3.1.3, 6.3.1.4, 6.3.1.5) Given a specific prompt, the student will generate a paragraph in direct response to that prompt, indenting and using proper margins. (L)	See 6.3.1.5 for sample test item.		
	6.3.1.2 Given a paragraph, the student will select the topic sentence from four options. (L)	Read the following paragraph. Which sentence is the <u>topic sentence</u> ? (1) Some scientists have never been to the Moon or Mars. (2) But they know how far away the planets are. (3) They have figured it out with numbers. (4) These scientists are called astronomers. A. (1) B. (2) C. (3) D. (4)	Keys (5) p. 37 Reading Series	
	6.3.1.3 (Combined with 6.3.1.1, 6.3.1.4, 6.3.1.5) Given a specific prompt, the student will generate a paragraph in direct response to that prompt, including a definite, direct topic sentence. (L)	See 6.3.1.5 for sample test item.	Keys (5) p. 38-39, 111; (6) p.36 Laidlaw (5) p. 128-129, 338-339, (6) p. 336-339 Enjoying English(6) p. 112-113, 110-119, 308-309, 314-315	
	6.3.1.4 (Combined with 6.3.1.1, 6.3.1.3, 6.3.1.5) Given a specific prompt, the student will generate a paragraph in direct response to that prompt, including enough sentences to develop the topic sentence or controlling idea. (L)	See 6.3.1.5 for sample test item.	Keys (5) p. 38-39, 111; (6) p.36 Laidlaw (5) p. 128-129, 338-339, (6) p. 336-339 Enjoying English(6) p. 112-113, 110-119, 308-309, 314-315	

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	6.3.1.5 (Combined with 6.3.1.1, 6.3.1.3, 6.3.1.4) Given a specific prompt, the student will generate a specific direct response to that prompt, writing a concluding sentence restating or summarizing the controlling idea.	Write a paragraph in response to the statement below. Be sure your paragraph does the following: 1. Is a direct response to the statement. 2. Has correct margins and indentations. 3. Has a definite, direct topic sentence. 4. Has enough sentences to develop the topic sentence. Remember to use correct spelling, capitalization, and writing skills as well as your best handwriting. We all have favorite things we like to do on our free days. It's Saturday afternoon, and you can do anything you would like to do. Describe your plans for the afternoon including as many details as you can about your hobby or activity and why you like to do it.	Keys (5) p. 38-39, 111; (6) 36 Laidlaw (5) p. 128-129, 338-339; (6) p. 336-339 Enjoying English (6) p. 112-113, 118-119, 308, 309, 314-315	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
6.3.2 Writing various types of paragraphs	6.3.2.1 Given a specific prompt, the student will generate a written narrative paragraph in response to that prompt. (L)	Carefully read the statement below. Write a paragraph telling a story about the statement. Be sure to have enough events in your paragraph to make the story interesting. Be certain you have a beginning, a middle and an end. Your paragraph should be from six to ten sentences in length. Remember to use correct spelling, capitalization, writing skills and your best handwriting. You suddenly find yourself principal of your school for a day. What changes would you make? What will you do? How will you run the school? Write a paragraph telling what you would do as principal for a day. Start with the events that take place in the morning and take us through your day from beginning to end.	Keys (5) p. 109; (6) p. 76 Laidlaw (5) p. 128-138, 162-163, 262-264, 326-330; (6) p. 196-201, 324-328 Enjoying English (6) p. 132, 67-74, 88-89, 95-96	
	6.3.2.2 Given a specific prompt, the student will generate a written descriptive paragraph in response to that prompt. (L)	Write a descriptive paragraph from the statement below. Be sure your details are definite and that you appeal to the senses--sight, touch, smell, taste, hearing. Your paragraph should be a complete description of the subject and from five to seven sentences in length. Remember to use correct spelling, capitalization, and writing skills as well as your best handwriting. Think of the most beautiful sight you have ever seen in your entire life. Describe this sight so that the reader can picture it in his mind. Appeal to as many senses as you can.	Keys (6) p. 93 Laidlaw (5) p. 188-198, 296-298; (6) p. 30-31, 94-97, 100-101, 326-328 Enjoying English (6) p. 12-73, 85-88, 143-144, 308-309, 317	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
6.5.1 Writing directions	6.5.1.1 The student will write a multi-step set of directions. (L)	Teacher observation.	Laidlaw (5) p. 34-35, 158-159, 324-325; (6) p. 65-67 Enjoying English (6) p. 308-309	
6.5.3 Writing correspondence	6.5.3.2 Given a specific prompt the student will write a friendly letter of praise and congratulations, or sympathy conforming to that prompt. (L)	Everyone does things in their lives that deserve praise or congratulations. And most everyone likes to receive a letter from a friend offering congratulations for a job well-done. Write a friendly letter of praise and congratulations from the information below. Remember to use correct friendly letter form as well as correct spelling, writing skills, and your best handwriting. Your grandfather has just won a brand new car in a raffle drawing.	Keys(5) p. 78-79; (6) p. 90 Laidlaw (5) p. 230-232, 265-267, 354-355; (6) p. 62-64, 132-133 - English (6) p. 201, 207, 297, 303-304	

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 6

STRAND: WRITTEN EXPRESSION 6.0

REVISED SUMMER 1983

SKILL AREA: EXPRESSIVE WRITING 6.6

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
6.6.1 Understanding the characteristics of expressive writing	6.6.1.2 Given a specific prompt, the student will write a short narrative to the prompt. (L)	Read the statement below and write a story about it. Remember a story has a beginning, a middle, and an end. Use your best spelling, capitalization, punctuation, and writing skills. Also use your best writing. It is the first day of school and you are new to the school. Write a story about your first day in your new school.	Keys (5) p. 109; (6) p. 76 Laidlaw (5) p. 128-138, 162-163, 262-264, 326-330; (6) p. 196-201, 324-328 Enjoying English (6) p. 132, 67-74, 88-89, 95-96	

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SAN MARCOS UNIFIED SCHOOL DISTRICT

STRAND: SPEAKING 7.0

SKILL AREA: MECHANICS OF SPEAKING 7.1

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech. (L)	Teacher observation.	Enjoying English (6) p. 35-49, 104-105, 160	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
7.2.1 Reading orally	7.2.1.2 The student will group words into meaningful phrases. (L)	Teacher observation.	Laidlaw (5) p. 110-111; (6) p. 108-109, 110-111, 120-121 Enjoying English (6) p. 35-49, 104-105, 160	
	7.2.1.3 The student will modulate voice appropriately. (L)	Teacher observation.	Laidlaw (5) p. 108-109, 124; (6) p. 110-111, 120-121 Enjoying English (6) p. 61-62, 74, 133-134, 195-196	
	7.2.1.4 The student will interpret mood. (L)	Teacher observation.	Laidlaw (5) p. 76-79, 88-89; (6) p. 77-79, 90-91, 110-111, 120-121 Enjoying English (6) p. 61-62, 74, 133-134, 195-196	
	7.2.1.5 The student will effectively read aloud a short selection. (R)	Teacher observation.	Reading Series	
7.2.2 Speaking for a variety of audience purposes	7.2.2.1 The student will narrate a sequence of events. (R)	Teacher observation.	Reading Series	
	7.2.2.3 The student will present and exchange ideas in a discussion. (L)	Teacher observation.	Enjoying English (6) p. 36-42, 68, 79, 84, 103, 105-117, 123-125, 142-143, 151, 169, 199, 209, 230	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
8.3.1 Understanding the characteristics	8.3.1.1 Given a reading selection, the student will identify the setting. (Character identification will be done by teacher observation.) (R)	Read the following selection. What is the setting? When David awoke, he breathed deeply, enjoying the sweet scent of pine and wood smoke. He stretched and yawned. Outside, the birds in the pine trees sang. From the window above his bed, David could see the river, the hills beyond and the little town far below. A. the country B. the city C. the desert D. the park		X
8.3.2 Interpreting	*8.3.2.2 Given a reading selection, the student will correctly answer questions about the sequence of events, choosing from three options. (R)	Choose the correct sequence of events for the following selection. As Patsy woke up, she wandered out of the cave where she had slept the night before. The morning sun told her that the storm had passed. On some of the bushes around her she noticed small, red berries. What, of the berries, leaves, and grass, could she safely use to survive on? Looking around she suddenly spotted something shining in the distance. Could it be part of the plane? A. Patsy spent the night in a cave; she looked for something to eat; she saw something shining in the distance. B. Patsy saw something shining in the distance; she spent the night in a cave; she looked for something to eat. C. Patsy looked for something to eat; she spent the night in a cave; she saw something shining in the distance.	Reading Series	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	*8.3.2.3 Given a reading selection, the student will identify the main idea from four options. (R)	Read the paragraph carefully. What is the main idea? Have you ever noticed that some people look like their dogs? In the park I saw a short, fat man walking his bulldog. There was a woman with very curly hair who had her poodle on a leash. Another woman had light brown hair that turned under. She was holding a cocker spaniel puppy. But the very best was a tall basketball player type who was with his sleek greyhound. These people looked like the dogs they had. A. Some people look like their dogs. B. Some dogs look funny. C. Some people look funny. D. People should pick dogs that look like them	Reading Series	X

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 6

STRAND: LITERATURE 8.0

SKILL AREA: OTHER NARRATIVE FICTION 8.4

REVISED SUMMER 1983

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
8.4.1 Understanding the characteristics	8.4.1.2 Combined with 8.4.2.1 and 8.4.2.2. Given a selection of a folk tale the student will answer specific questions concerning main idea, sequence of events, and characteristics of a folk tale, choosing from a list of four responses. (R)	Read the following selection. Choose the main idea. At the shooting contest, the field was crowded with people. The men trying for the prize were soldiers and hunters, Indian scouts and boatmen, all of them the best shots in the country. They grinned and winked at seeing young Mike there, and one said: "You'd better let me lift you up so you can see the target, sonny." "I can jump higher than a Plymouth Rock rooster and yell louder." Mike said. He gave a loud crow, jumped, waved his heels, and fired at a passing bee. The bee flipped over, closed its eyes, and landed at Mike's feet. But in a second, the bee sat up and buzzed. "You didn't kill that bee, young fellow," a man said. "Didn't plan to," Mike said and held up the bee. "I just snipped off his stinger so he won't bother me when I'm aiming at the target." A. Mike can jump higher than a Plymouth Rock rooster. B. Even though Mike was young, he was the best shot at the meet. C. Mike likes bees. D. The field was crowded with people.	Laidlaw (6) p. 236-239 Reading Series	
8.4.2 Interpreting	8.4.2.1 Combined with 8.4.1.2 and 8.4.2.2. Given a selection of a folk tale the student will answer specific questions concerning sequence of events. (R)	See 8.4.1.2 for selection	Laidlaw (6) p. 236-239 Reading Series	
	8.4.2.2 Combined with 8.4.1.2 and 8.4.2.1. Given a selection of a folk tale the student will answer specific questions concerning main idea. (R)	See 8.4.1.2 for selection	Laidlaw (6) p. 236-239 Reading Series	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
8.5.2 Recognizing rhythmic qualities of poetry	8.5.2.2 Given four phrases, the student will identify the phrase that is the example of alliteration. (R)	The use of repeated sounds at the beginning of words is called <u>alliteration</u> . Example: bees buzzing busily. Choose the example of alliteration. A. she sells seashells B. it's time to go C. down by the sea D. swimming in the ocean	Reading Series	
	8.5.2.3 Given four phrases, the student will recognize the example of onomatopoeia. (R)	Words that help the reader see, hear, smell, taste, or tell what is being read about are examples of <u>onomatopoeia</u> . Example: snakes hissing. Choose the example of <u>onomatopoeia</u> . A. city traffic B. screeching tires C. walk back D. birds overhead	Laidlaw (6) p. 170-171 Enjoying English (6) p. 142-143, 149	
	8.5.2.4 Given a poetry selection, the student will identify examples of repetition choosing from a list of four choices. (R)	SEE APPENDIX	Reading Series Laidlaw (6) p. 38-39, 102-103, 204-205, 304-332	
8.5.3 Recognizing the imaginative qualities of poetic language	8.5.3.1 Given a selection, the student will recognize the use of <u>personification</u> in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or exaggeration. The lilies nodded their heads at me. A. metaphor-comparing two different things; one thing is said to be something else. ex. "Her yell was a lion's roar." B. simile-comparing two things using the words like, as, or than. ex. "The balloon is as big as the sun." C. exaggeration-to overstate something to make a point. ex. "Joe can kick a football a mile!" D. personification-a non-human thing or idea is given human qualities. ex. "The waves crawled up on the beach."	Laidlaw (5) p. 139-141 Reading Series	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	8.5.3.2 Given a selection, the student will recognize the use of <u>simile</u> in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or exaggeration. The river was like a ribbon of silver. A. metaphor-comparing two different things; one thing is said to be something else. ex. "Her yell was a lion's roar." B. simile-comparing two things using the words like, as, or than. ex. "The balloon is as big as the sun." C. exaggeration-to overstate something to make a point. ex. "Joe can kick a football a mile!" D. personification-a non-human thing or idea is given human qualities. ex. "The waves crawled up on the beach."	Laidlaw (6) p. 100-101 Enjoying English (6) p. 147-149 Reading Series	
	8.5.3.3 Given a selection, the student will recognize the use of <u>metaphor</u> in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or exaggeration. The moon was a big yellow spotlight in the eastern sky. A. metaphor-comparing two different things; one thing is said to be something else. ex. "Her yell was a lion's roar." B. simile-comparing two things using the words like, as, or than. ex. "The balloon is as big as the sun." C. exaggeration-to overstate something to make a point. ex. "Joe can kick a football a mile!" D. personification-a non-human thing or idea is given human qualities. ex. "The waves crawled up on the beach."	Laidlaw (6) p. 100-101 Reading Series	

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	8.5.3.4 Given a selection, the student will recognize the use of <u>exaggeration</u> in poetic language from four options. (R)	Tell whether the selection is an example of personification, metaphor, simile or exaggeration. The man gained a thousand pounds in the ice cream store. A. metaphor-comparing two different things; one thing is said to be something else. ex."Her yell was a lion's roar." B. simile-comparing two things using the words like, as, or than. ex."The balloon is as big as the sun." C. exaggeration-to overstate something to make a point. ex."Joe can kick a football a mile!" D. personification-a non-human thing or idea is given human qualities. ex."The waves crawled up on the beach."	Laidlaw (6) p.238-239 Reading Series	
8.5.4 Interpreting poetry	8.5.4.1 Given a selection of poetry, the student will identify its mood choosing from a list of four choices. (R)	Read the poetry selection below and choose its mood. Shivers Oh, why didn't I start home earlier? Now it is dark and spooky, And the old house is in front of me. A hinge breaks, a shutter falls. Why did that have to happen now? A little drip, and another, Then another coming from some gutter. A leaf falls right in front of me, An owl hoots. I look back, then I hear a meow. I turn and run! Don't look back! The warmth and glow of home Makes me feel warm inside. A. courageous B. afraid C. happy D. excited	Reading Series Laidlaw (5) p. 60-61, 70-71, 102-103, 139-140, 156-157, 166-167, 199-200, 224, 233-234, 268, 299-300, 331-333; (6) p. 36-39, 70-71, 92-103, 138, 171, 204-205, 270, 292, 304 Enjoying English (6) p. 34, 66, 78-79, 82, 97, 120, 136-137, 140, 145-150, 163	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
8.7.1 Understanding Basic Interpretive Elements	8.7.1.4 Given a sentence containing a cause and effect relationship, the student will correctly identify either the cause or effect from four options. (R)	Read the sentence below and answer the question. Because Jana made the best score in the high jump, she won the ribbon. Why did Jana win the ribbon? A. because she made the best score B. because she entered the high jump C. because she likes ribbons D. because the judges liked her	Reading Series	X
	8.7.1.5 Given a reading selection, the student will draw a conclusion based on the information contained in the selection choosing from four options. (R)	Read the story below and choose the correct response to complete the sentence. Did you ever hear of a flyway? A flyway is a path through the air that birds take when they travel each year to and from their winter homes. Millions and millions of birds use some of the flyways each year. Flyways are used A. at certain times. B. by flies. C. by very few birds. D. on Fridays.	Reading Series	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
9.1.1 Understanding the characteristics and definitions of nouns, verbs, adjectives, and adverbs	9.1.1.1 The student will be given a noun characteristic and asked to choose which part of speech the characteristic relates to from three options. (L)	Choose the part of speech to complete the statement. A word that can have a determiner is called _____. A. a noun B. a verb C. an adjective	Keys (5) p. 10-11; (6) p. 11-12, 47, 112, 117 Laidlaw (5) p. 18, 22-27; (6) p. 48-51, 58-59 Enjoying English (6) p. 178, 220-221	X
	9.1.1.2 The student will be given a verb characteristic and asked to choose which part of speech the characteristic relates to from three options. (L)	Choose the part of speech to complete the statement. An action word is called _____. A. a noun B. a verb C. an adjective	Keys (5) p. 22-23; (6) p. 36, 38, 118 Laidlaw (5) p. 80-89; (6) p. 82-87 Enjoying English (6) p. 236-237, 244	
	9.1.1.3 The student will be given an adjective characteristic and asked to choose which part of speech the characteristic relates to from three options. (L)	Choose the part of speech to complete the statement. A word that describes a noun is called _____. A. a noun B. a verb C. an adjective		

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	9.1.1.4 The student will be given an adverb characteristic and asked to choose which part of speech the characteristic relates to from four options. (L)	Choose the correct part of speech to complete the statement. A word that describes a verb is called _____. A. a noun B. a verb C. an adjective D. an adverb		
9.1.2 Identifying nouns, verbs, adjectives, and adverbs	9.1.2.1 The student will be given a sentence with an underlined noun and will be asked to identify the correct part of speech of the underlined word from four options. (L)	Read the sentence below. Choose the part of speech of the underlined word. The <u>boy</u> ran down the street quickly. A. adjective B. noun C. verb D. adverb	Keys (5) p. 11; (6) p. 11, 47, 112 Laidlaw (5) p. 27 Enjoying English (6) p. 223, 244-245	
	9.1.2.2 The student will be given a sentence with an underlined verb and will be asked to identify the correct part of speech of the underlined word from four options. (L)	Read the sentence below. Choose the part of speech of the underlined word. The boy <u>ran</u> down the street quickly. A. adjective B. noun C. verb D. adverb	Keys (5) p. 22; (6) p. 36, 48 Laidlaw (5) p. 80-89; (6) p. 82-87 Enjoying English (6) p. 236, 245, 268	
	9.1.2.3 The student will be given a sentence with an underlined adjective and will be asked to identify the correct part of speech of the underlined word from four options. (L)	Read the sentence below. Choose the part of speech of the underlined word. The <u>tall</u> boy ran down the street. A. adjective B. noun C. verb D. adverb		

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

GRADE LEVEL: 6

STRAND: LINGUISTIC COMPONENTS 9.0

SKILL AREA: FOUR MAJOR WORD CLASSES 9.1

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
	9.1.2.4 The student will be given a sentence with an underlined adverb and will be asked to identify the correct part of speech of the underlined word from four options. (L)	Read the sentence below. Choose the part of speech of the underlined word. The boy ran down the street <u>quickly</u>. A. adjective B. noun C. verb D. adverb		

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SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
9.5.2 Differentiating between a complete sentence and a fragment or a run-on	*9.5.2.1 Given four word groups, the student will identify one as a complete sentence or a fragment. (L)	Choose the <u>complete</u> sentence. A. Barking loudly, the dog. B. The ship arrived in San Francisco. C. Arrived on schedule today. D. Tomorrow when I wake up.		X
	*9.5.2.2 Given four word groups, the student will identify the correctly written sentence or the run-on sentence. (L)	Choose the <u>correctly</u> written sentence. A. Sid's hamster is lost it ran away. B. The hamster that is lost belongs to Sid. C. Sid's hamster ran away it is lost. D. The hamster is lost it belongs to Sid.	Keys (5) p. 97; (6) p. 102 Laidlaw (6) p. 345 Enjoying English (6) p. 57-60, 63-65, 80-81, 90, 135, 192	
9.5.4 Understanding the structure of a simple sentence with compound elements	9.5.4.1 Given four sentences, the student will identify the sentence in which there are compound elements. (L)	Choose the sentence that has a <u>compound subject</u> . A. The crates were full. B. The boxes and crates were empty. C. We filled the boxes. D. The sailors unpacked the crates.	Keys (5) p. 94, 95 Laidlaw (5) p. 52-59, 118-125, 244-245, 278-285; (6) p. 22-27, 214-225, 248-259, 314-321 Enjoying English (6) p. 75-76, 90-91, 268-271, 283-286	X
	9.5.4.2 The student will write basic sentence with compound elements. (L)	Concept will be tested as in 9.5.4.1.		

LANGUAGE ARTS

SAN MARCOS UNIFIED SCHOOL DISTRICT

GRADE LEVEL: 6

STRAND: LINGUISTIC COMPONENTS 9.0

REVISED SUMMER 1983

SKILL AREA: BASIC SENTENCE STRUCTURES 9.5

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
9.5.5 Techniques of combining two basic sentences through coordination	9.5.5.1 Given a compound sentence, without a coordinating conjunction the student will identify the correct conjunction choosing from a list of four choices. (L)	Read the sentence below. Choose the correct conjunction. The gate was locked, ____ Norman crawled under it. A. so B. after C. because D. if	Laidlaw (5) p. 244-245, 392; (6) p. 214-215, 218-219, 224-225 Enjoying English (6) p. 198, 283-286, 299	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
9.6.1 Making the subject and verb agree	*9.6.1.1 Given four sentences, the student will identify the sentence in which the noun subject and verb agree. (L)	Choose the sentence in which the subject and the verb agree. A. Geese flies overhead. B. Cows grazes in the field. C. The wolf howled at the moon. D. The dog bark in the night.	Keys (5) p. 23, 45, 46, 122-123; (6) p. 39, 40, 41, 42, 43, 44 Laidlaw (5) p. 80-89; (6) p. 24-27 Enjoying English (6) p. 16-17, 23, 242-244	X
	9.6.1.2 Given a group of four sentences, the student will identify the sentence in which the <u>compound noun subject</u> agrees with the verb. (L)	Choose the sentence in which the subject and verb agree. A. Cake and candy is sweet. B. Monday and Tuesday were gloomy. C. My toes and fingers is cold. D. China and India is in Asia.	Keys (5) p. 45, 46, 122-123; (6) p. 103 Laidlaw (5) p. 118-119, 124-125; (6) p. 24-27 Enjoying English (6) p. 16-17, 23, 242-244	X

SKILL	PERFORMANCE MODE	SAMPLE TEST ITEM	RESOURCES	CAPS
9.6.4 Forming possessives	9.6.4.1 Given a sentence with an underlined singular or plural noun, the student will choose its possessive form from a list of four choices. (L)	Read the sentence and choose the correct <u>possessive</u> form of the underlined noun. Tails of rabbits are short. A. rabbite's B. rabbitse's C. rabbit's D. rabbits'	Keys (5) p. 12; (6) p. 80, 112, 117 Laidlaw (5) p. 252-253, 350; (6) p. 256-259, 347 Enjoying English (6) p. 21-22, 180-184, 186-187, 217, 299	
	9.6.4.2 Given a sentence containing an underlined indefinite pronoun, the student will identify its possessive form from a list of four options. (L)	Read the sentence and choose the correct <u>possessive</u> form of the underlined pronoun. The dog must belong to <u>somebody</u> . A. somebody's B. somebodys' C. somebodye's D. somebodyses'		X

ANTONYMS LIST GRADE SIX

2.2.4.1

solemn - happy
enemy - friend
hazy - clear
detach - attach
obtain - lose
annoy - please
exit - enter
firm - wobbly
destroy - build
allow - forbid
cheap - costly
famous - unknown
enable - prevent
simple - complex
narrow - wide
child - adult
sell - purchase

6-34

SNICKER (snik er), a half-suppressed and often disrespectful laugh; sly or silly laugh; giggle. syn. snigger
SNIDE (snid), mean or spiteful in a sly way; a snide remark. adj., snider, snidest, snide ness, n. ant. pleasant

SNIFF (snif), 1. draw air through the nose in short, quick breaths that can be heard: The man who had a cold was sniffing. 2. smell with sniffs: The dog sniffed suspiciously at the stranger. 1-v. 2-n. ant. exhale

SNIFFLE (snif el), 1. sniff again and again as one does from a cold in the head or in trying to stop crying. 2. the sniffles, a slight cold in the head. 1-v. sniffled, sniffing; 2. n. sniffler,

SNIGGER (snig er), snicker. n., v.

SNIP (snip), 1. cut with a small, quick stroke or series of strokes with scissors: I snipped the thread. 2. act of snipping: With a few snips I cut out the picture. 3. a small piece cut off: Pick up the snips of cloth and thread from the floor. 1-v. 2-n. ant. connect

SNIPE (snip), 1. a marsh bird with a long bill. 2. hunt for snipe. Shoot at an enemy one at a time from a hidden place. 1-n, pl. snipes or snipe. 2,3-v, sniped, sniping

SNIPER (sni per), person who shoots at someone from a hidden place. syn. a hidden sharpshooter

SNIPPET (snip it), a small piece snipped off. syn. piece, fragment

SNIPPY (snip e), informal. 1. sharp. 2. haughty; disdainful. adj. snippier, snippiest. snipily, adv. snipiness, n. syn. curt

SYNONYMS LIST GRADE SIX

2.2.4.2

remedy - cure
fearless - daring
hesitate - delay
skimpy - small
burden - load
tasty - delicious
test - examination
empty - vacant
same - identical
brave - courageous
freedom - liberty
voyage - trip
expensive - costly
ruined - destroyed
evil - wicked
insist - demand
heap - pile
battle - fight
horrible - terrible
under - beneath

6-36

Grade 6
VOCABULARY - 2.2.2.1 & 2.2.2.2

<u>A</u>	<u>E</u>	<u>K</u>	<u>R</u>	<u>W</u>
aim	engineer	keen	rare	wash
alley	enormous		reckon	wasteland
annoy	exhaust	<u>L</u>	region	wit
antenna			result	
appreciate	<u>F</u>	landing	ruin	
		launch		
<u>B</u>	fairly	link		
bank	fancy	list	<u>S</u>	
bear	fashion	litter	scrawl	
bin	favor	loaf	scrub	
bit	ferry	love	shabby	
bitter	foreign	lot	shy	
blunder	frantic	<u>M</u>	skin	
brisk		magnify	sight	
budge	<u>G</u>	meekly	slab	
bulge	game	mile	smart	
	generous	modest	spectacles	
<u>C</u>	glassy	mush	sprain	
cab	gloomily		sprawl	
canal	grade	<u>N</u>	spur	
cargo	grandstand	neck	squint	
cellar	green	noble	stew	
challenge	gust	nudge	stride	
channel			stub	
chant	<u>H</u>		superb	
coach	hail	<u>O</u>	suspicious	
coral	head	own	swirl	
crane	heat		<u>T</u>	
	hollow	<u>P</u>	temper	
<u>D</u>	homesick	pace	tend	
dart	horizon	panic	thatch	
degree		particular	thaw	
delicate	<u>I</u>	pasture	timid	
dignity	imitation	peer	transport	
disgust	impatient	perish	totter	
doodled	incline	plaster	twilight	
drape		pillar		
drift	<u>J</u>	plod		
dune	junction	possession		
		prance		
		preserve		
		press		
		protect		

6-37

Spelling - Minimums
Grade 6 (2.1.2.1)

A	action	C	charge	F	farther
	addition		chimney		flour
	adventures		circus		folk
	advice		coast		further
	afraid		collect		
	afterward		college	G	general
	agreed		company		gentle
	allow		continent		globe
	amazed		crept		guard
	among		crowd		guests
	answer				
	arithmetic	D	desert	H	harbor
	author		dinner		herd
			direction		history
B	basket		distance		hollow
	believe		dream		hospital
	beneath				hungry
	beyond	E	either	I	important
	blew		elevator		improve
	bought		employ		include
	bowl		example		information
	breakfast		except		instead
	breath		excuse		invention
	brought		explain		item
			extra		
C	captain	F	famous	J	journey
	cellar				

6-38

Spelling - Minimums (continued)
Grade 6 (2.1.2.1)

J judge	O ocean	R route
		rule
K kitchen	P palace	
knife	panic	S secret
knock	paragraph	shape
	pasture	should
L least	perform	sight
led	perhaps	silent
less	person	single
library	poetry	slept
	police	smile
M manager	present	soap
match	president	spent
measure	prize	spoil
member	proper	spread
memory	proud	square
modern		student
moment	Q quarter	subject
mouth	quite	
multiply		T taste
	R radio	taught
N narrow	rather	tears
national	remain	telephone
neither	repeat	theater
nickel	replied	thousand
nonsense	review	tickle

6-39

Spelling - Minimums (continued)
Grade 6 (2.1.2.1)

T title

total

towel

trust

truth

U umbrella

W wear

whether

wound

6-40

2.2.3.1 Grade SixPrefix and Root Word List

<u>PREFIX</u>	<u>DEFINITION</u>	<u>EXAMPLE</u>
bene	well, good	benefit, beneficiary
con, com	with, together	committee, contract
de	down from, away from	depart, deplane
hemi	half	hemisphere
hyper	over, excessive	hyperactive, hyper-sensitive
inter	between, among	intercede, interact
intra, intro	within, into, to	introduce, intravenous
mis	falsely	misrepresent, mislead
poly	many	polysyllable

6-41

<u>ROOTS</u>	<u>DEFINITION</u>	<u>EXAMPLE</u>
bio	life	biology, biography
chrom	color	kodochrome, chromatic
graph	write, draw	autograph
meter	measure	thermometer, barometer
ology	study of	biology, phraseology

STIMULUS: 3.1.2.5

discipline

dis.ci.pline (disə.plin) 1. n: Strict, systematic training that teaches obedience and orderly conduct. 2. v. To train to obedience, self-control, and order: They began to discipline the puppy when it was only a few months old -- dis' ci. pli.nar'y adj.

dis.mal (diz'məl) adj. 1. Dark, gloomy, and depressing: The weather was dismal. 2. Sad and miserable. 3. Very bad: My team's score was dismal.

dis.tin.guish (dis.ting'gwish) v. To mark as different. 2. To perceive or see clearly; make out: We could not distinguish the shape in the fog.--dis.tin'guish.a.ble adj.

silhouette

oc.to.pus (ok'tə.p s) n., pl. oc.to.pi (ok'tə.pi) 1. A soft-bodied sea animal, having a large, oval head, big eyes, and eight arms. 2. Anything like an octopus: The vines circled the pillars, like octopigrabbing their prey.

o.gre (o'gər) n. 1. In fairy tales, a person-eating giant or monster: We read about a twenty-toe green ogre. 2. A brutal person.

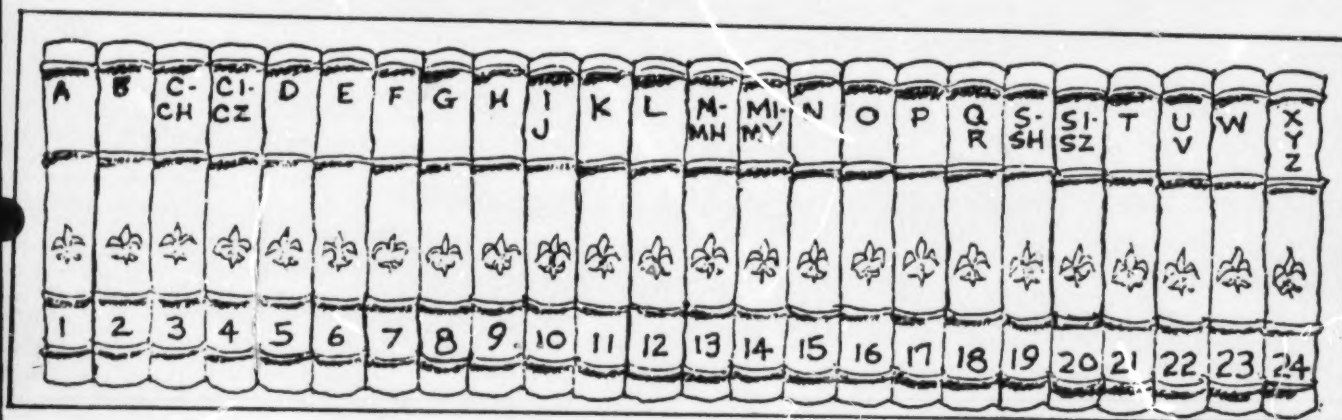
sil.hou.ette (sil'oo.et') n., v. sil.hou.et.ted, sil.hou.et.ting 1. n. A portrait in outline, cut out of black paper or drawn and filled in with a solid dark color. 2. n. The outline of a person or object seen against a light or a light background. 3. v. To cause to appear in silhouette: The moon silhouetted the tower against the sky.

6-42

STIMULUS:

3.3.1.1

6-43



STIMULUS: 3.1.2.7

/ā/	cake	/h/	home	/ō/	rope	/th/	thin
/a/	hat	/(h)w/	white	/o/	top	/th/	this
/ā/	father	/f/	pie	/ô/	saw	/u/	nut
/ār/	car	/i/	pig	/oi/	oil	/ûr/	fur
/ār/	care	/ir/	dear	/oo/	moon	/v/	vine
/b/	boy	/j/	jump	/oo/	book	/w/	will
/ch/	church	/k/	kite	/ôr/	fork	/y/	yes
/d/	duck	/ks/	box	/ow/	out	/yoo/	use
/ē/	bean	/kw/	quit	/p/	pet	/z/	zoo
/e/	pet	/l/	look	/r/	run	/zh/	azure
/f/	fun	/m/	man	/s/	see	/ɔ/	above
/g/	go	/n/	not	/sh/	ship		circus
/gz/	exact	/ng/	sing	/t/	top	/ɔr/	butter

6-44

8.5.2.4

Directions: Read the selection below. Choose the example of repetition.

- | | |
|---|---|
| 1. Once I went walking,
Walking so far,
When I met a man
Who played a guitar.
He played a guitar,
He played a guitar,
I met a man
Who played a guitar. | 2. He sang me a song
Of when he was young,
The funniest song
I've ever heard sung.
Ever heard sung,
Ever heard sung,
The funniest song
I've ever heard sung. |
|---|---|

- A. Once I went walking,
Walking so far,
- B. He played a guitar,
He played a guitar,
- C. He sang me a song
Of when he was young,
- D. The funniest song
I've ever heard sung.

6-45

GRADE SIX

3.1.1.2

ap·pall or **ap·pal** [ə·pól'] *v.* To fill with horror: The mechanical monster will *appall* moviegoers.

ap·pa·ra·tus [ap'ə·rā'tɔz or ap'ə·rat'əs] *n.* A device or machine for a particular purpose: The hospital had X-ray *apparatus*.

a·quar·i·um [ə·kwâr'ē·əm] *n.* A tank, pond, or other receptacle for fish, water animals, water plants, or all three: They have a glass *aquarium* for tropical fish.

ar·bor [är'bər] *n.* A place shaded by trees or by latticework covered with vines: The *arbor* was covered with ivy vines.

Ar·chi·me·des [är'kä·mē'dēz], 287(?)–212 B.C., Greek mathematician and inventor.

ar·dent [är'dənt] *adj.* Very enthusiastic and eager: They are *ardent* football fans and attend every game.

a·rouse [ə·rouz'] *v.* **a·roused**, **a·rous·ing**
1. To stir up; awaken. 2. To excite or provoke: The cruel deed *aroused* our anger.

6-46

HOMONYMS LIST -- GRADE SIX

2.4.4.3

great -- grate

made -- maid

through -- threw

who's -- whose

your -- you're

hear -- here

died -- dyed

new -- knew

their -- there -- they're

scent -- cent -- sent

steak -- stake

6-47